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ABSTRACT

This practicum report concerns the creation of a unique, yet universal, instructional tool for the education of parents of young children in Dover Township, New Jersey. With the approval of the local school system in which a cable television studio was located, a total of 11 half-hour shows were introduced. Local, school, and community members with expertise in the field of early childhood were interviewed by the author. Interviews were taped in the studio and on location to add depth to the program content. The areas of discipline, curriculum, child abuse, giftedness and talentedness, storytelling, home learning activities, computers, speech and language, self-esteem, and the developmental stages of children were examined. In a field test of the effectiveness of the series, groups of students, teachers, school administrators, and others interested in early childhood education viewed and rated pilot programs. Parents of local school children were solicited for home viewer responses. Results indicated that the goal of increasing parents' awareness and understanding of young children was met. Appendices include the rating scale used by viewers, a catalog of programs, program announcements sent to local school children, and handouts accompanying the programs. (Author/CB)

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NOVA UNIVERSITY

Development and Implementation of a Television Series for Parent Education on Early Childhood Youngsters

by

Jane Cronin MacDonald

Cluster XI

A Practicum Report Presented to the Ed.D. Program
in Early Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1984

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PRACTICUM APPROVAL SHEET

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Approved:

July 25, 1984
Date of Final Approval of Report

Paul D. Wessen
Paul D. Wessen, Ed.D.
Reviewer

ACKNOWLEDGEMENTS

TO: The Toms River Regional Schools for their support, personnel, and materials to make GOING STRONG! GROWING STRAIGHT! a success.

TO: Nova University and its staff for the encouragement and guidance I have received to achieve my potential,

AND ESPECIALLY

TO: Ken for all you have done to help me grow as a person, an individual, and a friend,

May we all continue

GOING STRONG!

GROWING STRAIGHT!

-J.C. MacDonald

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ABSTRACT

Development and Implementation of a Television Series for Parent Education on Early Childhood Youngsters. MacDonald, Jane C., 1984: Practicum II Report, Nova University Ed.D. Early Childhood Education Program
Descriptors: Adult Education/Cable Access Television/Early Childhood Education/Educational Television/Community Involvement/Community Services/Home-School Relations/Innovation/Inservice/Instructional Television/Media/Parent Education/Parent-School Relations/Parent Workshops

This practicum concerned itself with the creation of a unique, yet universal, instructional tool for parent education on early childhood youngsters. Although research indicated various approaches to this end, the writer chose the development and implementation of a television series for broadcast over the local TV station.

With the approval of the local school system in which the cable studio was located, a total of 11 half-hour shows were produced which showcased local, school and community members. Experts in the field of early childhood were interviewed by the writer. Interviews were taped in the studio and on-location to add depth to the program content. The areas of discipline, curriculum, child abuse, gifted and talentedness, storytelling, home learning activities, computers, speech and language, self-esteem, and the developmental stages of children were presented for viewer (parent) information.

A massive field test was undertaken to determine the effectiveness of the series. The pilot study utilized vast networking systems across state lines which included parents, students, early childhood organizations, early intervention specialists, school administrators, and teachers. The parents of the local school children were solicited for home viewer responses.

The goal of the practicum was to increase parents' awareness and understanding of early childhood youngsters. As evidenced by field testing results, this goal was met.

Further dissemination of this practicum included: an NEA Fellowship to the writer for continuation of the series; the creation of a vast networking system; and, selection of this practicum for presentations at local, county, state and national conferences.

CHAPTER I

INTRODUCTION

A. THE COMMUNITY

Dover Township is a growing community located at the New Jersey shore. It is situated approximately seventy-five miles and/or one-and-one-half hours driving time from New York City, Philadelphia and Atlantic City. This proximity to the large commercial cities has caused an influx of permanent resident commuters within the past decade. With the advent of casino gambling in Atlantic City the promise of employment brought many residents to the community. There is also access to the seasonal beach areas which provide inexpensive winter residences to transient families.

Dover Township consists of various localities within its forty-eight square miles. Included in the municipality are beach and bay front properties, farms, parks, housing developments, mini-estates, school campuses, municipal, church, and apartment complexes as well as several shopping centers and malls. The community includes: Toms River, Silverton, East Dover, Ortley, Ocean Beach, Pleasant Plains, Chadwick Beach, Silver Beach and other areas. The population of this designated community is approximately 65,000 as indicated by the recent

1980 survey.[1]

A unique feature of Dover Township, Ocean County, is the Clear Television Cable Corporation. This enterprise has held the fourth largest subscriber index in the state of New Jersey as reported by Prior.(1981) A recent review of subcribers has indicated a total of 36,941 households serviced in Area I of the local cable corporation. The sections included in Area I are Dover Township, Pine Beach, Beachwood, South Toms River, and parts of Berkeley Township.(State Board of Utilties, 1984) This appears impressive since the serviced number of households in Dover Township, alone, is 18,302 with an approximate number of 54,906 viewers. This number is based on the average household containing three persons and at least one television set.

Another important consideration in the description of Dover Township, especially Toms River, is the central part the Toms River Regional Schools play in the local, county and state events.

Although employment opportunities continue to expand, there are few corporations and industrial parks located in or near Dover Township at the time of this report. Therefore the local school system provides employment for many in-district residents. Because the school

1. J. Shannon, Personal communication, November 18,1983.

system is regionalized, it pulls from the four municipalities of Beachwood, South Toms River, Pine Beach and Dover Township. The school system offered employment to approximately two thousand people and serviced approximately 16,000 students from Kindergarten through Twelfth Grade in the 1983-84 school year.

One of the community services the school system, in collaboration with the local cable station, has provided for its students and the community-at-large is the Channel 33 Network. This is the cable access channel which was designated by law to provide the schools with a channel for televised programs which showcase the schools' curriculum, courses of study, personnel and students for the sole purpose of informing and educating the public. At the time of this report only Dover Township was provided the services of this channel. Therefore if each household had only one television set, approximately 54,906 persons would have had cable access to Channel 33.

This was considered an influential number due to the diverse community Dover Township represents. Many people are employed in the area by the local township, school district, chain and/or privately-owned stores and restaurants, several large corporations, and the local hospital. Many of the residents commute to the cities

for employment. Recipients of financial aid from federal, state and/or local sources indicate a high level of unemployment as well as a high percentage of the population living at or below the poverty level.

Toms River, Dover Township, has the prestige of being designated the county seat for Ocean County, New Jersey. This dictates the need for professional people to be employed in its court of law and its governance positions. The hospital continually expands which encourages doctors, nurses and other professional staff members to take up residence in the area. Ocean County and its southern neighbor, Atlantic City, continue to expand through construction thereby creating opportunities for architects, contractors and laborers. Six Flags over Great Adventure Amusement Park provides the area with many resident executives. Many senior citizens have been attracted to the area due to its low tax rate and the many communities which have been designed to meet the needs of the elderly citizen. In total, Dover Township is a community diverse in its people, its socio-economic status and its demographic information.

B. THE WRITER'S ROLE, RESPONSIBILITIES AND WORK SETTING

As a resident of and an employee within the Dover Township area, the writer is a concerned citizen who

desired to see optimal conditions existing in the community. As a member of the Toms River Regional Schools the writer encouraged positive home-school-community relationships as an integral part of the educational system.

The writer held the titled position of Basic Skills Resource Teacher/Reading Specialist at the elementary level for the 1983-84 school year. As one of four designated Basic Skills Resource Teachers assigned to the ten elementary schools of the district, the writer serviced the Cedar Grove and the East Dover Schools. Both schools had an approximate enrollment of twelve hundred (1,200) students with a staff of one hundred (100) for the 1983-84 school year. These schools are considered to be two of the largest elementary schools in a district which consists of ten elementary (K-6), two intermediate (7-8), three high schools (9-12), an alternate school (8-10), a total student population of approximately 16,000 and a staff of 2,000. A spiral, unified curriculum has been endorsed and implemented by the local Board of Education.

To enhance the public's consciousness regarding the attributes of the local school system the writer served the local education association as the Public Relations Chairperson for five successive years. During her ten-

ure the writer attempted to promote both internal and external positive public relations. The Toms River Education Association (TREA) represents a total of 1,333 members. This number includes the professional and support staff members.[2]

In an attempt to create good public relations among members of the TREA, the schools and the community the writer scheduled various fund-raising events for the Scholarship Committee and participated at the local Founder's Day. Information provided at the National Education Association's American Education Week Booth at the local shopping mall as well as newsletter updates provided positive feedback to the writer. All events stressed the positive and necessary relationships between the community and the schools. The writer continued to expand her horizons for good public relations through the utilization of various resources available to her; the New Jersey Education Association; TREA's newsletter The Wave and its representative council; the school system network; and the Channel 33 Network of the Toms River Schools. It was the intention of the writer to provide the community with useful information regarding early childhood education because an informed public is an educated and receptive public.

2. B. Conners, Toms River Education Association's Membership Report, November 17,1983.

CHAPTER II

STUDY OF THE PROBLEM

A. STATEMENT OF THE PROBLEM

As technology and research increase our knowledge of children and their development, parents are expected to increase and improve their parenting skills to impact positively on all areas of their child's development. The role of parent has been extended to include that of sole bread-winner, nutritionist, home economist, guidance counselor and teacher.

However, parents may not, and often do not, receive the specialized training necessary to be a competent and capable parent today. They may, in fact, feel incompetent and/or incapable of performing their duties and therefore turn to other avenues for self-fulfillment as well as other agencies to do the parenting of their child.(Swick and Duff, 1979, p.6)

Parents are individuals who are the sum of their past experiences. Some deep-rooted fears and misunderstandings of schools and teachers may have been established early in the parent's own childhood. These may may be due to an unhappy school experience which will permeate the parent's feelings regarding the education of his/her young. The parent's rising expectations of

himself/herself, the school and his/her child may further compound firmly established fears. Therefore the parent may express these fears as a basis for incompetency on: the school for its lack of discipline and waste of money of frills rather than the basic "3 R's"; the parent for his/her own lack of knowledge regarding the child and the skills needed for success; and the society-at-large for not providing assistance and guidance for parents.(Sayler, 1971, p.15)

Some of these elements were evident in the writer's own work setting. Parents of kindergarten children expressed enthusiasm and interest regarding the EARLY Program of workshops offered at the writer's elementary school. Attendance at the first session was fifty with a diminished number in attendance at the subsequent three sessions. Excuses ranged from other parental commitments, information presented was irrelevant for the conclusion of the school year but essential for the start of the school year, and the parent's familiarity with the evening's topic. This indicated to the writer the confusion and lack of understanding parents' demonstrate regarding their child's on-going development and process of learning.[3]

Although parents may stress academic skills in their preschool and primary grade child, a problem exists in

3. J.C. MacDonald, Implementation of the EARLY reading and math program for parents of kindergarten youngsters. Nova University: Practicum I Report, 1983.

that parents are often unaware and/or ignorant of the importance and the necessity of the interrelated complex skills and needs which develop within the child's emotional, social, physical, psychological, cognitve and maturational areas simultaneously. In reality, parents stress the academic-type readiness skills while overlooking the less publicized yet equally important and vital skills. This is done primarily due to the lack of understanding on the part of the parents regarding the child's developmental needs, and secondly due to the parents' limited understanding of their own roles and responsibilities. The problem addressed by this practicum was the lack of understanding and awareness parents have regarding their early childhood youngsters.

B. EVIDENCE OF THE PROBLEM

Past programs have attempted to create a bridge between home and school through the use of parent workshops, home visitations, parent-teacher partnerships, and home activity booklets to mention a few. From the writer's experience, parents do indicate interest in becoming better informed regarding their child's development and school experiences. However, parents do not always follow through by attending workshops or conferences tailored to meet their needs and concerns. It appears

that although interest is present, motivation is weak. (Applied Management Sciences, Inc., Vol. II, 1976) Attendance at workshops for parents of kindergarten students provided by the writer decreased steadily over the four month implementation period although positive feedback-both written and verbal-indicated a continued interest in the EARLY Program.[3]

Legal rights of parents regarding their child have been extended. The Family Educational Rights and Privacy Act of 1974 gave parents the right to review their own child's records and to appeal unsatisfactory decisions made by the school officials regarding the child's school record. However, many parents who do review these records may misinterpret information and become defensive. Report cards, progress reports, and parent-teacher conferences have been used by schools to inform parents of the student's progress, his/her strengths and weaknesses. An exchange of information and ideas may occur at the parent-teacher conference. At times, the parent may neither approve nor understand the information presented by the teacher because: technical jargon is used; parents lack the full understanding of the child, his/her abilities and the school curriculum; the parent experiences feelings of frustration and incompetency. Therefore parents may react negatively and exercise their above-mentioned rights to the disadvantage of the child.

Retention at grade level creates a great difficulty which may result in parents appealing the decision to the Board of Education. This may further alienate the parent and teacher which, in turn, may produce negative responses and confusion in the child.

In recent years parents have indicated a need for involvement in the political processes of education. As offered in Teaching: what it's all about (Anglin, Goldman & Anglin, 1982) "The Parents' Bill of Rights" is a twenty-one itemed document prepared by the Parents' Union of Public Schools. It concludes that "Every parent has the right to:

1. BE TREATED WITH COURTESY by all members of the school staff.
10. Participate in meaningful PARENT-TEACHER CONFERENCES to discuss his/her child's progress and welfare.
12. Organize and participate in organizations for PARENTS ONLY.
13. ASSISTANCE FROM SCHOOL PERSONNEL to further the progress and improvement of his/her child, which includes, but is not limited to, counseling, tutorial and remedial programs, as well as information about academic and psychological services within and without the school district.
20. BE RESPECTED AS AN INDIVIDUAL, regardless of race, creed, national origin, economic status, sex or age."(p.249)

However in many instances active enrollment in the local Parent-Teacher Organization/Association is on the

decline with leadership and participation involving a small percent of parents and an even smaller percent of teachers. Also on the negative side, parents may cancel parent-teacher conferences with/without notifying the teacher which indicates a lack of respect and/or concern. Parents who arrive at school unexpectedly and demand the teacher's time illustrate a lack of responsibility and social obligation. These poor values and attitudes are then transmitted to the child. When the parent does not respect him/herself as a person, he/she can not respect others as individuals.

In support of the evidence, the writer in her capacity as a Basic Skills Resource Teacher/Reading Specialist reviewed the list of first graders who had been identified as Basic Skills students for the 1983-84 school year. Out of the fifty-two (52) children identified a total of fourteen (14) students had parents who attended at least one kindergarten parent workshop during the 1982-83 school year. Therefore 63% of the identified student population had parents who had not participated in any workshops geared for parental information regarding school curriculum, developmental stages of the kindergarten child and home learning activites. Therefore it may be assumed that parents who had participated in workshops did improve and/or increase their parenting skills

as well as their knowledge regarding their child's development. This, in turn, had a direct positive influence on their child's academic and readiness skill performances. Of those students whose parents did not attend any workshop, 39% were identified as Basic Skills students. This number may be indicative of poor readiness skills on the part of the child, poor parenting skills, a lack of concern and/or understanding on the part of the parent, or a combination of these factors.

C. ANALYSIS OF THE PROBLEM

As the extended family of yesterday became a page in history, the valuable passage of life and parenting skills from one generation to the next has been displaced. The role and responsibilty of the parent-teacher continues to extend to others in our complex society. Current research adds to our already expansive knowledge base regarding the young child and his/her development and needs. Therefore the parents of today, although well-meaning, may be at a loss regarding child-rearing practices and child development. Families and their situations are so diverse, it is difficult at this time to fully prepare each individual for his/her unique life situation.

The number of teenage pregnancies remains high.

Young women may leave school without the basic skills, let alone the parenting skills. Parents of unwed teenage mothers may be unsupportive and therefore leave much of the parent education to the unprepared youngster.

Pressures upon the family-internal and external-create concerns which may not be child-related. Economics, job concerns and marital conflicts may create an environment devoid of trust, encouragement, love and necessities. Therefore a child may be viewed as a burden rather than as a promise for the future.

The revitalization of Family Life curriculum in grades K-12 with an emphasis on the reproductive system in Grade Five had come to the forefront this current school year (1983-84). This was an attempt to fully educate each youngster with the knowledge regarding his/her own development in order to understand him/herself and others. Progressive parents and teachers awaited the reprecussions which never occurred. Although parents wish their child to be educated regarding sex education, family living and life skills, they appear apprehensive regarding the amount of information given, in what detail and at what age. The benefits of the Family Life program may not be evident for another decade or so especially if parents are reluctant to discuss and review the information presented at school.

Due to other commitments, parents may not have the time to enroll in parenting courses or to attend workshops. Parents may indeed understand hard data regarding test scores, grades and performance standards yet they may not relate as well to information regarding the social, emotional and psychological needs of the child. Through written communication a parent indicated that her child could participate in the Speech Program of the local district provided the child attend Speech during the time her class was scheduled for Art, Music and Physical Education. The parent did not want her child to miss the important basics of Reading and Math. This was not an isolated instance. This prevalent attitude indicated to the writer that parents do not fully comprehend the importance of all aspects of the child's development.

A primary educator, who is also a mother of a young child, indicated her concern regarding nursery school programs in the area. Her expressed concern was the program she had chosen for her daughter did not concentrate on pure academics. This factor created doubts in her mind regarding the true value of the program. Why? The mother expected her daughter to be placed in the "top group" upon her entrance into the public schools. The mother associated learning and readiness with academic paper and pencil tasks. When concerns like this are prevalent in educated parents who have the knowledge of

children and their development, what fears and doubts do uneducated parents have when they wish to provide the best education and learning opportunities for their child?

Another incident relayed to the writer that education without understanding does little to improve the quality of life and relationships. A mother, currently pursuing a degree in Early Childhood, had a language-delayed, premature daughter. The child had attended a private kindergarten where the mother was employed. The child's birthday is in early Fall. Due to the entrance age permitted by law, the child was entitled to enroll in the public school's First Grade program. Although discussion of retention, social immaturity and poor language development had taken place, both parents reacted negatively to the recommendations of a pre-first placement for the child and demanded the child be placed in the First Grade. The parents considered this suggestion to be a personal affront to their own parenting capabilities. The child, herself, appeared intellectually bright yet had great difficulty in many readiness areas including the social-emotional realm. Although the mother quoted concern, good educational and child-rearing philosophies, it was discouraging to note, with disdain, the direct opposite philosophy was employed.

Therefore, parents and educators alike need time to

hear, absorb and assimilate information regarding early childhood education for true understanding and practice.

D. REVIEW OF THE LITERATURE

People often reminisce about the "good, old days" when life was less hectic and everyone knew what was expected of him/her. Today, more responsibilities and diversified roles are expected of the same individual. Parents are caught up in the trend of individuality and self-realization.

Information gleaned from The status of the American family: policies, facts, opinions, and issues as presented in the selections from the General Mills American Family Report, 1976-77 entitled "Raising children in a changing society" indicated a new breed of parents on the horizon. The new breed represented 43% of all fathers and mothers with children under 13 years of age. They appear to be more affluent and better educated and have shifted from the traditional values. These values include "marriage as an institution, the importance of religion, saving and thrift, patriotism and hard work for its own sake."(Jones & Norman, 1979, p.46) New breed parents also appear to: be laissez faire in their attitudes regarding their child(ren); be self-oriented rather than child-centered; be permissive; and question authority.

From this emerging new concept regarding the family comes the notion that the family has a powerful influence over its own destiny as well as over society. Parents are further confused by the predominant belief that the family is all-powerful. One belief defines the family as self-sufficient and therefore soley responsible for its own problems. However, in the view of Kenneth Keniston (1977) the parent of today is ". . .a coordinator without voice or authority, a maestro trying to conduct an orchestra of players who have never met and who play from a multitude of different scores, each in a notation the conductor cannot read. If parents are frustrated, it is no wonder; for although they have the responsibility for their children's lives, they hardly ever have the voice, the authority, or the power to make others listen to them."

Are parents aware of their inconsistencies and lack of knowledge? Parents do admit to fears, doubts and feelings of inadequacy. Reasons range from parenthood at too young an age to the lack of responsibility on the part of the schools and society regarding parent education. However, when a parent decides to explore channels of assistance regarding parenting techniques, the parent most often seeks the advice of a teacher, educator, child psychologist, or clergy member rather than other societal authorities and services.(Jones & Norman, p.53) Therefore

responsibility for parent education and parent support systems may indeed rest with the schools. Parent groups and associations have been formed for the purpose of creating viable networking systems for the improvement of education for children and parents alike. A need does exist and it is up to the parents, the schools and the community to initiate programs for the development of positive parenting procedures to create a productive home environment conducive to growth and understanding.(Swick & Duff, p.6)

To encourage parent involvement, which appears a vital part of the home-school relationship or "partnership", became a goal for many school systems in recent years. However who initiates the contact to build the relationship and for what purpose does determine the effectiveness of the program. Gerald M. Mager (1980) indicated three types of contacts. The contacts were: school-initiated which included parent-teacher association's or organization's activities, report cards, and the school newsletters; the parent-initiated contact which included notes, school visitations, and telephoning the teacher at home; and, the teacher-initiated contact which included telephoning the parents, conferences, home visits and notes. In Mager's report "The conditions which influence a teacher in initiating contacts with parents" (The Journal of Educational Research, 73, 1980)

it was determined that various influences do affect the types and reasons for contacts. Administrative support, the teacher's comfort in meeting the parental expectations, and a sense of parental support were ranked high among teachers with a high frequency for initiating parent contacts. The most important factor regarding the high frequency teacher-initiated contacts was the teacher, him/herself, who considered it a role responsibility. However it was also found that the teacher's past positive experiences with parent contacts as well as the importance of reasons for the parent contacts influenced the teacher's acceptance of parent involvement. Another positive finding was as school and teacher-initiated contacts increased so did the number of parent-initiated contacts.

As Ruth Foster, an NEA member of Des Moines, Iowa who had served on the teacher review panel for the National Education Association's book series How to prepare your child for school, commented: "As teachers, we've never had enough time to help parents as much as we'd like. All data that I'm aware of show a high correlation between parental involvement and student achievement in school."(Needham, 1983, p.17)

There was a national concern expressed by the Parent-Teacher Association regarding parenting skills and the education of young parents. The education considered would

stress the parents' responsibilities to their offspring in the areas of health, nutrition, discipline and effective child-rearing practices. Why has this concern become prevalent? It appeared that the schools cannot compensate for gaps which may occur in the early education and development of the young child. Therefore parents must obtain the skills and knowledge needed.(Cronin, 1977) This seemed especially important when one considers parents as the primary instructors of their own children. It is then the responsibility and duty of the parent to provide a learning environment, appropriate modeling behavior and to engage in the direct instruction of their own child. (Gordon, 1976) If parents are unaware of these aspects of parenting, how can they perform their duties adequately and with responsibility? Therefore a need existed to further encourage the development of appropriate programs for parents to inform and instruct them in the parenting skills, their responsibilities and the rights of themselves and their children.

CHAPTER III

OUTCOMES AND EVALUATION INSTRUMENTS

A. STATEMENT OF GENERAL GOAL

In defining a goal, the writer considered Benjamin Bloom's theory of "successful parent behaviors" which illustrated the essence of positive parent-child communication. These behaviors provide the child with: a language role-model; the parent's desire for the child to achieve; the importance of discussing ideas for planning and thinking; the parent's support and/or help when the child experiences difficulty in learning; and, a developing sense of self-control and order in his/her life.(Potter, 1980) Therefore the goal of this practicum was to increase the parents' awareness and understanding of the early childhood youngster. It was hoped that the parent-child relationship would improve by the attainment of this goal due to the information presented regarding the child's developing social, emotional, physical, psychological, cognitive and maturational areas.

B. BEHAVIOR EXPECTED, ASSESSMENT INSTRUMENT AND THE STANDARD OF PERFORMANCE

The writer proposed to achieve her goal through the implementation of a series of one half-hour television

programs broadcast over the local Toms River Schools' CAST (Communication Arts and Science Training) Network-Channel 33. The program on the three developmental areas of early childhood youngsters was selected as a pilot to be field-tested. This program was shown to specific audiences considered expert representatives of their field: parents, professionals, early intervention specialists, administrators, and students of early childhood education. It was expected that 75% of those participating at each field test would indicated the program met its objective as evidenced by a collective 3 or better response to the "objective met" statement on the TAPE (Technical Assessment and Program Evaluation) Measure.(Appendix A) The TAPE Measure was an evaulation instrument created by the writer. Its eight areas evaluated: Title, Lead-In, Objective, Topic, Presentation, Technical, Feedback, and Overall Rating. These areas were considered appropriate in light of the information presented by research and television studio directors. A numerical scale of 0 to 5 with a Not Applicable response acceptable was established with 0 indicated no value and 5 indicated superior value. This was considered an appropriate span from which evaluators could choose. The data obtained from this instrument provided the writer with a collective amount per item. It was decided that any item which received a

collective 0 through 4 rating would be addressed in future programs. An overall collective rating of 3 or better would be indicative of an appropriate program which provided quality and relevant television programming to its viewers.

C. ANALYSIS OF THE RESULTS

From the eleven half-hour programs created by the writer, the program on the three developmental areas of early childhood youngsters, with a child neurologist as the guest expert, was selected as the pilot for the field study. The program aired at various cooperative parent, teacher, club and class meetings. Cooperative in the sense that several smaller groups held joint meetings at one central location for the purpose of attaining an appropriate number of participants for the data collection process. At each meeting the TAPE Measure was administered. Although several groups did evaluate the intended pilot program, expressed interest and requests received by the writer indicated a desire by groups to field test other programs. These programs included: Speech and Language, Positive Self-Esteem and Assertive Discipline. The requests were honored since additional data would be collected to create a well-rounded view of the proposed series for the writer.

The various groups, which consisted of experts, identified themselves on the TAPE Measure. Pertinent background information was sought to determine whether or not patterns develop within groups.

To collect more extensive data regarding the objective of nine of the programs (Appendix B) fliers were sent home announcing the programs, the schedule, and requesting feedback.(Appendices C,D,E) These nine programs were broadcast from March 1984 to the close of the elementary school session in June 1984. Two programs were aired after the school year was completed.

Since numbers were difficult to predict due to the inconsistency of home responses, the writer relied on the various expert groups for a large portion of the data collection process. As a result the writer was provided with pertinent information regarding the effectiveness and desirability of the program. The groups also indicated to what degree the program's stated objective had been met. A discussion period followed regarding the topic and program. The audience was solicited for other pertinent topics regarding the area of early childhood needed to be addressed.

To indicate the quality, appeal and technical components of each program, the TAPE Measure had been designed so that each statement would have the numerical possibility of 0 through 5 with 0 indicating no value

and 5 indicating superior quality.

The information collected provided the writer with a collective number per section. Any section which received a collective 0 through 2 rating indicated a revision might be necessary. This recommendation was considered useful to further the quality production of future shows. A rating of a collective 3 or better indicated an appropraite program which provided quality television programming.

CHAPTER IV

SOLUTION STRATEGY

A. ALTERNATE SOLUTIONS

Why do child advocates stress effective home-school relationships from preschool on? "Schools alone do not educate a child. It is parents. . . who teach some of the most basic, taken-for-granted skills and with a phenomenal rate of success."(Ali, Hundley & Taylor, 1980, p.2.9) Parents needs and fears must be addressed when creating an effective home-school communication system.

Parent workshops designed by the writer specifically for parents of kindergarten students enrolled at the East Dover Elementary School of Toms River[3] were enthusiastically received with an overall attendance of approximately 24% of the student population represented. This number decreased to 1.3% at the fourth and final session. However interest continued with parents and teachers commenting on the positive aspects of this concept.

Parent activity books which present rationale for an activity with complete instructions for meaningful ex-

periences and learning between parent and child have been encouraged. However the creators of such resources have been publishing companies who relied on advertising personnel to sell a product entitled "home learning activities for youngsters" rather than relying on the expertise of educators in the field of early childhood for appropriate learning ideas. The NEA in collaboration with Avon Books relied on educators to create a series of books entitled How to prepare your child for school. This series was unique in that it addressed the parent, as an individual, with regard to the needs of the child. NEA President Mary Hatwood-Futrell emphasized "We think the time is right for the teaching profession to reach out with how-to materials published directly for parents. Quality education starts in the home."(Needham, 1983) However many parents do not purchase learning activity books due to financial considerations or the lack of knowledge regarding their existence. The question arose-How do we make parents aware of information?

There are many programs which invite the parents to meetings for the development of an awareness and understanding of their youngster. To further the involvement of parents with their children, the school may provide baby-sitting services so that parents may take advantage of meeting-day or evening. The school may also provide

situations in which the parent and child interact through learning activities during school hours under the supervision of an instructor. Results have shown positive effects on classroom learning when the parent and child interact in school activities.(A handbook on parent involvement. . .Hawaii, 1980) Parents also feel more comfortable in familiar surroundings and when placed in a non-threatening situation.

The state of New Jersey had many programs available to create positive parent-school-child relationships. In these programs parents were viewed as one of four and/or a combination of two or more descriptors. The descriptors were: learner, teacher, resource, and, decision-maker.(Flamer, 1981)

The parent as learner was instructed to improve the family's capabilities to provide the appropriate home environment for school success. When the parent was assisted in learning about the child in a positive way, the parent developed a better self-concept, an improved attitude toward school, increased competencies, the ability to check expectations of him/herself and his/her child, and to keep informed of issues and matters regarding the child's education. The Parent-Partnership Program of Millville, New Jersey appeared "firmly committed to the belief that the educational process remains incomplete unless the parents and the total community

are involved in it."(Flamer, p.18) Therefore course offerings were offered to further educate the parent and the community-at-large.

The parent was viewed as the first and primary teacher of the child. The parent was then encouraged to assist in the child's education whether at home, in school, or in the community. The Parent-As-Partner Contract of Plainfield, New Jersey encouraged the parent to take the responsibility regarding the school's accountability for students. Parents and teachers had better understandings of their roles and therefore combined their efforts to make learning more appropriate for the youngster.

The parent as a resource may be asked to devote time and/or expertise on a particular subject for the benefit of the parent's self-esteem as well as the education of the students. A parent may also be asked for opinions regarding the governance of the school and the creation of its policy. This category may overlap with the parent as decision-maker. Within this category, the parent became involved with the staff and governing bodies to create accountable school systems. Project HELPP of Camden, New Jersey was based on the premise that school achievement is increased by parent participation.(Flamer, p.56) The Education Improvement Center (EIC) provided parents with educational opportunities and a sounding board for ideas.

The various aspects of parent involvement discussed so far did create positive effects on the part of the child, the parent, the school, and the community. But why must one be limited to the audience one can reach through workshops, newsletters, school activities, or books?

A new dimension was added to parent education. It was the use of the electronic media-television-as an instructor. Should television be considered a viable form for teaching skills, attitudes, and for reinforcing self-concept? Television can be used as a powerful instructional tool since it is almost universally a major part of everyone's life. The audience may be more receptive due to the familiar and comfortable surroundings in which one views television. LoScuito's 1971 study was reviewed by Applied Management Sciences, Inc. (1976), one of the creators of the Footsteps Prgoram, to determine what adults learned from televiewing. Adults indicated that they learned many things from the television including: about the world in general; how to handle themselves in social settings; and, how to deal with personal problems.(Operational Plan, p.3.5)

"Television as a catalyst for parent invovlement and home-schools cooperation offers three unique advantages that many approaches to parent involvement are unable to offer."(Kirshner, 1977, p.30) Television encourages and permits active involvement of parents with

their children of all ages. Television demands no expenditure of additional time. According to Nielsen, 6½ hours per day are spent watching television. Parents feel secure and comfortable watching television because the medium and materials are so familiar.

Television appeared to be an excellent vehicle for the education of adults, especially those with young children, who cannot leave home to attend classes. Through the use of the media, parents can learn how they affect the development and learning of their children and learn, themselves, how to be effective in doing so.(AMS, Inc., Vol I, 1976)

To this intent, television has been used to: strengthen the family as an educational unit by increasing its ability and knowledge in the field of education; broaden the range of responsibility and influence over children by the family (Peled, Razel, Shoham, & Duchin, 1979); facilitate the growth and development of children through the knowledge and understanding of children's development.(AMS, Vol I, 1976)

In this technological age educators must make an attempt to use the resources availalbe to further communications between home and school for the purpose of increased understanding and awareness of early childhood youngsters. Time is precious for many due to commitments. Therefore it is necessary to reach the largest segment of

the intended population without undue stress or frustration on the part of the participants. Too often, presenters and participants become discouraged when attendance is poor. They tend to feel that the presentation will lack the quality because of the poor representation and lack of interest on the part of the non-attending audience. The presenter may become dismayed. The use of television demands quality programming due to the fact that anyone/everyone may tune in. Also, the program is a representation of the knowledge, professionalism, and concern the television personality displays.

B. SOLUTION SELECTED

The writer chose a unique approach to increase the parents' awareness and understanding of their early childhood youngsters. The writer demonstrated an interest in the creation and production of a series of programs designed to educate parents of the young child. This interest was indicated to the local Board of Education in the form of a prcposal.(Appendix F) The writer was granted permission to use the cable access television channel and the television studio located at the local Toms River High School East for this purpose. Personnel needed for the production of this series in the technical department was supplied through the high school's CAST (Communication Arts and Science Training) program.

Experts on the various topics were employed by the local school system with access to outside authorities permitted. The extended personnel roster included persons from the community who correlated their activities and philosophies with the local school system. The securement of experts was done following a brainstorming session between the director and producer of the newly entitled "Going Strong!Growing Straight!" television series for the purpose of increasing parents' awareness and understanding of early childhood youngsters.

The local school board and administrative staff were eager to view the product this practicum created. Although there were some programs available which employed the use of television, the writer's series was unique in that it employed the personnel from the local school system with an emphasis on the philosophy and content developed by the local Toms River Schools as it applied to the designated topics. It was the intent of the writer to address the areas of discipline, developmental areas of children, language and speech, home learning activities, early childhood centers, storytelling, self-esteem as well as the opportunities and special services offered by the local community and school system.

The series used a presentation format with interviews and on-site locations to further emphasize the program's subject.

Unlike Footsteps which offered the viewer a celebrity couple who hosted the program, the writer's series used the writer as the hostess of each segment. In Footsteps the host couple presented the topic of the program through personal experiences. This introduction was followed by a drama depicting the topic. A summary was provided by the host couple which brought the program to its close with a documentary prepared on the subject. In Going Strong! Growing Straight! the hostess introduced the topic and the guest(s). An interview at the studio or on-site location was presented. Graphics were introduced to further illustrate the subject. Footage of the discussed behavior and/or topic was considered essential to the information presented. The program concluded with a summary and request for feedback by the hostess. The philosophies of both programs were similar in that parents need to take an active role in their children's learning by developing their own teaching style and discovering ways to enrich their children's lives. The programs continued their similarity in this aspect that parents are not alone in their quest to be a good parent and although it is a difficult task, it is critical to the healthy development of children.(Glickman, 1979) It was the realized hope of the writer-producer that Going Strong!Growing Straight! received the overwhelming positive results which Footsteps attained.

C. PLAN OF ACTION

The writer chose to create a series of eleven half-hour television programs which aired over the local community antenna/cable access television channel 33. Until July 1, 1984 this was designated the Toms River Schools Network Channel. As of July 1, 1984 the channel number was moved to 21 to offer the Going Strong!Growing Straight! series to all enrolled Toms River Schools' students. The series provided viewers, especially parents of young children, the opportunity to increase their understanding and awareness of the early childhood youngsters.

The programs included a hostess, a variety of presentation formats for continued viewer interest, information regarding selected topics presented by the expert guest(s), on-site location filming, graphics, a summary and an objective. Viewers were solicited for information and several programs offered free information upon the request of the viewer.

The writer met with the director of the CAST Studio to discuss the formation of the series. A working title was drafted "Going Strong!Growing Straight!". Discussion regarding the topics of each program, the goal of the over-all program, and viable guests was held. Informa-

tion regarding each topic and guest was gathered. The permission to begin compilation of data was secured from the local Board of Education. Research was gathered for the proposal writing stage.

The programs were taped and edited in the Winter of 1983. The series of programs aired in the Spring of 1984 for the dissemination of information regarding the topics: Assertive Discipline; Early Childhood Centers; Three Developmental Areas of Children; Positive Self-esteem; Home Learning Activities; Speech and Language; Child Study Team; Computers; Child Abuse; Storytelling; and, Gifted and Talented Youngsters. These topics were an outgrowth of questions and concerns parents and teachers had expressed to the writer. Topics which were indicated as needs but were not addressed in this first season of the series would be considered for future programs. Consideration was given to further this commitment made by this practicum by continuation of this series.

A pilot program was selected for the field study. The Developmental Areas of Children with a child neurologist, Dr. Dorothy Pietrucha provided an overview, to the audience, of the importance of early childhood and the areas which effect the child's development. Groups were invited to partake in a screening of the program. A discussion period ensued following the screening. At this time further information was collected. The TAPE Measure

was distributed to determine the program's technical appeal, content, and to what degree the objective of the program had been met. The data was compiled to determine the program's effectiveness as indicated by the various expert groups. These groups included parents, teachers, administrators, early intervention specialists, and students of early childhood education. It was the assumption of the writer that should the chosen pilot program be considered acceptable in all aspects and met its objective, the overall series would meet its goal.

It had been the hope of the writer to gain the services of a technical expert who would view several programs to critique them narratively for their effectiveness as a technical presentation. Consideration had been given to do the same for a parent expert and an early childhood expert. However due to the length of the programs and the number of intended programs, volunteers were not accessible.

Following the field testing of the pilot program, requests were received by the writer to present other programs for evaluation. Therefore data was collected on the Speech and Language, Positive Self-esteem, and the Assertive Discipline shows.

Each program aired three times consecutively on a Monday-Thursday-Monday basis with the next program following a Thursday-Monday-Thursday format. Information was

provided by the Channel 33 message board, by announcements sent home with the elementary school children, and posters displayed about Dover Township. The local education associations were notified as were the local community organizations which deal with early childhood. Newspapers carried articles regarding the programs and their producer which created even wider and more dispersed interest in the series.

D. CALENDAR OF EVENTS

1983	
April	Attended NJEA Conference regarding cable television. Got idea for proposal.
May	Contacted CAST Director about series. Made date for "brainstorming session".
June	Met with Director. Created title, goal, guest list and topics. "Going Strong! Growing Straight!" was born. Research begun.
Summer	Submitted proposal to local Board of Education. Approved. Research.
September	Met or contacted guests to discuss format of programs. Topics were identified and refined.
October	Discussed with reviewer aspects of PPQ and proposal.
November	Compiled research. Typed and submitted proposal.
December	Proposal accepted. Taped programs. Arranged dates for field test.
1984	
January	Taped programs. Field Test.
February	Compiled data. Field Test.
March	Compiled data. Field Test. Aired programs.

April	Compiled data. Field Test. Aired programs.
May	Compiled data. Field Test. Aired programs.
June	Compiled data. Aired programs. Began report.
July	Aired programs. Submitted completed report.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

A. RESULTS

The goal of this practicum was to increase the parent's awareness and understanding of the early childhood youngster. Having studied the alternatives to parent education the writer decided to incorporate the use of cable television with the basic components of good teaching strategies and concern for children to attain the goal.

To ensure the goal was met each of the nine selected half-hour programs developed by the writer had a stated objective. This objective would be assessed by the "objective met" statement on the TAPE Measure created by the writer for program evaluation or by solicited feedback from the viewing audience as the programs aired. When using the TAPE Measure the writer looked for a collective rating of 3 or better per participating group to indicate the objective had been met.

A massive field test was conducted using the program on the "Three Developmental Areas of Early Childhood

Youngsters" with a noted child neurologist from the area as the guest expert. This program was decided upon as the pilot due to its general overview of early childhood as it related to parents. This pilot was shown to a total of nine diverse groups which included: administrators of the local school system, early intervention specialists of Reading and Speech, parents, college graduates and undergraduate students of early childhood education and psychology. A total of 129 persons participated in the original pilot which involved persons from New Jersey and Pennsylvania.

The objective of the program "The Three Developmental Areas of Early Childhood Youngsters" was to increase the parent's (viewer's) awareness and understanding of early childhood youngsters regarding the areas of motor, speech and language, and social-emotional. The writer considered the objective to be met if 75% of the participant responded with a collective 3 or better rating to the "objective met" statement on the TAPE Measure. As indicated by Table 1 the objective was met in each of the nine field test situations.

As expected categories did develop within each group. The participants were further divided into special area groups of Teachers, Administrators, Undergraduate Students, and Non-Teachers. Non-Teachers included those unemployed, employed in a field other than education, and high school

graduates. These groups were further delineated as: Female/Parent (F/P), Female/Non-Parent (F/NP), Male/Parent (M/P and Male/Non-Parent (M/NP).

TABLE 1
FIELD TEST RESULTS USING TAPE MEASURE

Groups	Number Participating	% Indicating Ojbective Met
I	11	100%
II	13	100%
III	24	96%
IV	15	93%
V	7	100%
VI	21	89%
VII	8	86%
VIII	10	100%
IX	20	100%

The following tables indicate the results tabulated from the "objectivo met" statement of the TAPE Measure once the groups had been differentiated according to designated criteria. Using the formula $\bar{X}=\frac{\Sigma fX}{N}$ where $\bar{X}$ represented the Mean, f represented the frequency at which the score appeared, X represented the rating/score, ΣfX represented the summary of the frequency distribution and the score, and, N represented the total number of respondents. As indicated, in each case the objective was met. It was assumed that should the objective be met regarding the pilot program, the entire series would have attained its goal for increasing the awareness and understanding of early childhood youngsters in the eyes of parents.

TABLE 2

TEACHERS' RESPONSES ON THE TAPE MEASURE

F/P	X	f	ΣfX
	5	22	110
	4	12	48
	3	2	6
	N=36		ΣfX=164
	$\bar{X}=\frac{164}{36}$ = 4.555 = 5 Objective Met		

F/NP	X	f	ΣfX
	5	15	75
	4	9	36
	3	2	6
	2	1	2
	N=27		ΣfX=119
	$\bar{X}=\frac{119}{27}$ = 4.407 = 4 Objective Met		

M/P	X	f	ΣfX
	5	2	10
	4	2	8
	2	1	2
	N=5		ΣfX=20
	$\bar{X}=\frac{20}{5}$ = 4 Objective Met		

M/NP	X	f	ΣfX
	5	1	5
	4	1	4
	N=2		ΣfX=9
	$\bar{X}=\frac{9}{2}$ = 4.5 = 5 Objective Met		

Numbers were rounded off to the nearest whole number for ease in charting information. A number with .5 or above was considered the next number while those receiving .4 or lower returned to the lower whole number.

TABLE 3

ADMINISTRATORS' RESPONSES ON THE TAPE MEASURE

F/P	X	f	ΣfX
	5	1	5
	N=1		ΣfX=5
	$\bar{X}=\frac{5}{1}=5$	Objective Met	
F/NP	X	f	ΣfX
	5	3	15
	N=3		ΣfX=15
	$\bar{X}=\frac{15}{3}=5$	Objective Met	
M/P	X	f	ΣfX
	4	1	4
	N=1		ΣfX=4
	$\bar{X}=\frac{4}{1}=4$	Objective Met	
M/NP	X	f	ΣfX
	5	1	5
	N=1		ΣfX=5
	$\bar{X}=\frac{5}{1}=5$	Objective Met	

TABLE 4

NON-TEACHERS' RESPONSES ON THE TAPE MEASURE

F/P	X	f	ΣfX
	5	12	60
	4	4	16
	3	3	9
	1	2	2
	N=21		ΣfX=87
	$\bar{X}=\frac{87}{21}=4.142=4$	Objective Met	

Table 4 was representative of only Female/Parents since all other respondents fell into the other three designated categories.

TABLE 5

STUDENTS' RESPONSES ON THE TAPE MEASURE

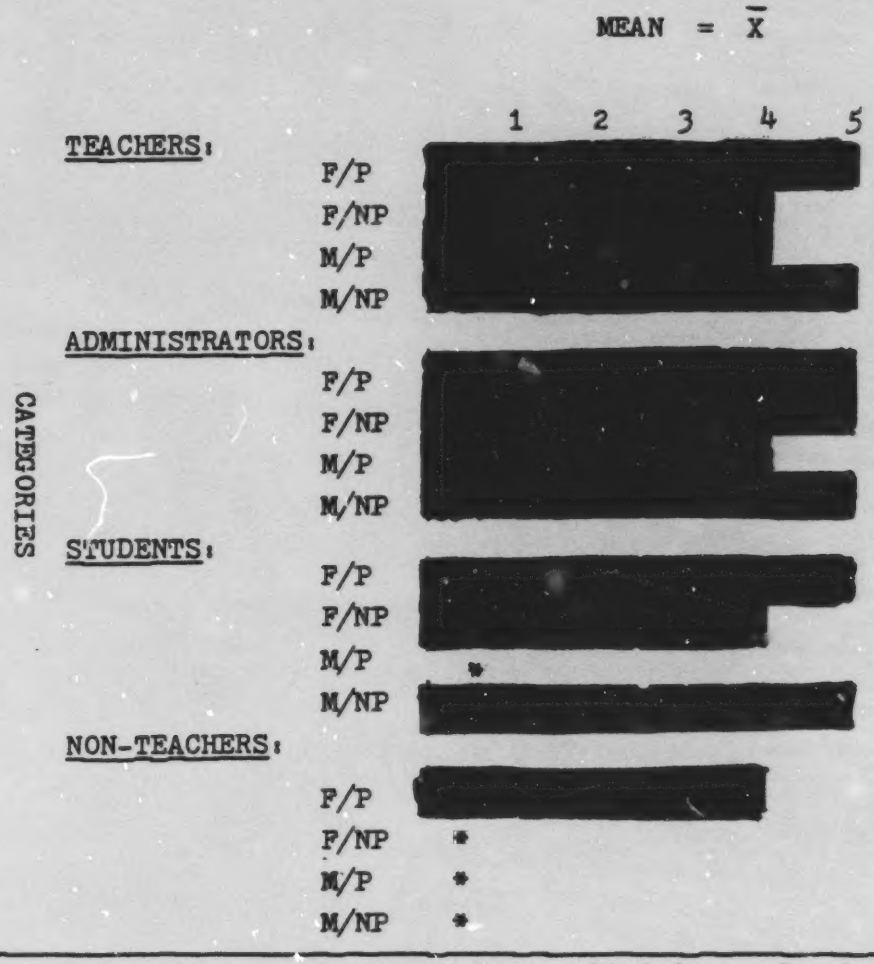
F/P	X	f	ΣfX
	5	3	15
	3	1	3
	N=4		ΣfX=18
	$\bar{X}=\frac{18}{4}=4.5=5$		Objective Met
F/NP	**X**	**f**	**ΣfX**
	5	5	25
	4	10	40
	3	6	18
	2	1	2
	N=22		ΣfX=85
	$\bar{X}=\frac{85}{22}=3.86=4$		Objective Met
M/NP	**X**	**f**	**ΣfX**
	5	1	5
	N=1		ΣfX=5
	$\bar{X}=\frac{5}{1}=5$		Objective Met

The reader will note there was no data collected for Male/Parents who were students of undergraduate courses in early childhood education and/or psychology.

To further illustrate the results of these findings the writer had charted the data on a graph for ease in reviewing the degree to which the objective had been met.

TABLE 6

GRAPHIC REPRESENTATION OF DATA COLLECTED



* No data available for these subdivisions of category.

(Karmel, & Karnel, 1978)

Due to requests received for the further evaluation of other programs in the GOING STRONG! GROWING STRAIGHT! cable television series, the writer piloted the programs on Assertive Discipline, Positive Self-esteem, and, Speech and Language. The objective was to receive a rating of 3 or better on the "objective met" statement on the TAPE Measure by 75% of the participants. Again, this was a collective 3 or better. Table 7 indicates the results received at those field tests. The objective for each pilot program was met.

TABLE 7

FIELD TEST RESULTS OF THE REQUESTED PILOT PROGRAMS

Program Reviewed	Number Participating	% Indicating Objective Met
Assertive Discipline	10	100%
Guidance	11	100%
Speech and Language	9	100%

Therefore the goal of this practicum was obtained as evidenced by the responses from field testing participants.

To further obtain data, the writer utilized the school system's network. This phase entailed the creation and dissemination of three announcements that were sent home via the Kindergarten through Fourth Grade stu-

dents. These announcements requested parental feedback regarding each of the nine programs included in the data collection process. The schedule of programs as well as the program's topic and guest(s) were also included on the announcement. Although a total of 5,000 announcements were distributed each of the three times it was assumed that many of them would not be returned due to more than one child per household receiving the information, forgetfulness on the part of the child or parent, the flier never reached its destination, and/or the announcement was either discarded or lost. However for those that made it home, feedback was returned to the writer. Table 8 reflects the amount of feedback received by the writer from home viewers. The writer was encouraged by both written and verbal responses and comments.

Therefore the solicited home audience did indicate the objective for each program aired had been met. Comments were received as were requests for information presented in programs on Self-esteem, Child Study Team, Storytelling, and Child Abuse.(Appendices G, H, I, J)

TABLE 8

HOME VIEWERS' RESPONSES

Program	Objective Met Yes	No	N/A	Requested Materials
Assertive Discipline	75	2	6	-
Early Childhood Centers	54	3	26	-
Developmental Areas of Children	52	5	26	-
Home Learning Activities	21	4	9	-
Speech and Language	22	4	7	-
Self-esteem	26	3	5	8 *
Child Study Team	17	1	-	1 *
Storytelling	13	1	1	- *
Child Abuse	18	1	1	- *

* Indicates information provided when requested by a stamped self-addressed envelope from the viewer.

B. CONCLUSIONS

From the data presented it would be appropriate to conclude that the practicum did indeed meet its objective. Although data indicated the objective was met in each instance comments offered provided the writer with much input and suggestions to be considered when the second season of GOING STRONG! GROWING STRAIGHT! became a reality.

The writer realized the importance of a media blitz when advertising the series. The use of networks was a vital force behind the success of this practicum. The

home announcements provided parents with the information regarding the GOING STRONG! GROWING STRAIGHT! series of programs. However, not every parent of children enrolled in the Toms River Schools was provided with cable access to Channel 33-the Toms River Schools' Network-due to the geographic location of the various schools' population. As a result of the writer's persistence, parents continually requested the GOING STRONG! GROWING STRAIGHT! series from their local cable company. Consideration was given to airing the series over the regular cable station. Since this was not acceptable to the director of the CAST Studio, the Toms River Schools' Network changed its station to Cahnnel 21 as of July 1, 1984 to enable all parents and students the opportunity to view the series. The writer concluded from this experience that the media is indeed receptive to the viewing audience especially if it is a vocal audience.

The TAPE Measure provided a section for respondents to suggest topics for future programs. It was encouraging to note that many of the topics suggested had been considered appropriate by the writer/producer, so much so that the expert guest(s) and taping dates had been arranged prior to the collection of this data. It would appear appropriate to conclude that a television series could be designed by an early childhood specialist who was interested in meeting the needs of the parents regarding their

youngsters in an appropriate manner.

The success of any project relies on positive networks, flexible yet definite organization, extensive research and knowledge on the topics, the determination of a goal prior to the project's inception, an appreciation of all those involved, and a willingness to provide a quality product which meets the needs of its audience. The writer was impressed with the enthusiasm she encountered from members of the home, school and local community. Human Services Personnel indicated a true concern for parent education and offered personnel, material and networks to improve the chances of success of the program.

The writer concluded that parents are interested and willing to partake in parent education. Considerations must be given to their needs and their schedules. Therefore the use of cable television for programs designed specifically for the parents of young children must be considered top priority. As the writer discovered as she became more involved with this project, cable access television has come into its own.(Clayton, 1984) There appeared a wide and wonderful horizon upon which the writer has set her sights and encourages the reader to do the same.

C. RECOMMENDATIONS

As the practicum unfolded the writer became in-

creasingly aware of factors which might have an impact on the success or failure of an undertaking such as this. When designing a television series it is important to keep these recommendations in mind.

1. "Sour Grapes" may exist on the part of your colleagues especially those with whom you closely work. Be enthusiastic, be energetic, be positive, be sincere, but be wary and weigh the criticism for its worth.
2. Develop job descriptions and responsibilities prior to the project's inception. This will alleviate confusion and distressful situations at a later date.
3. Do "brainstorm" regarding topics, guests, formats, time line and other pertinent information but keep in mind the overall goal and objectives when doing so.
4. Do have one person designated as the producer to contact guests, develop program format and to follow through on the creative aspects. "Too many cooks spoil the broth."
5. Do specify needed contact time with the director to ensure the series continued success and quality.
6. Be prepared for the worst and the best. Be overprepared when taping. Follow through with appreciations to the guest and crew.
7. Do advertise. You are not blowing your own horn but assuring the success of your endeavor.
8. Do realize the project takes time. Approximately 10 hours or more per show must devoted from the initial concept to the final edit.
9. NETWORK! NETWORK! NETWORK! People will be as interested as you are enthusiastic.
10. Do not limit your sights! What had been developed as a local cable television series addressing the needs of the local community has branched out to state and national boundaries.

D. DISSEMINATION

The writer has received the National Education Association's Hilda Maehling Fellowship for the 1984-85

school year to continue the development and airing of the GOING STRONG! GROWING STRAIGHT! series. Because of this award, the writer's practicum has received notoriety in the local, state and national newsletters of the NEA and in the county and community's newspapers.

The writer has also volunteered her services to provide inservice training regarding the use of cable television as an educational tool, funding resources, and the necessity of networking.

The practicum has been presented to various groups representing the states of New Jersey, Pennsylvania, and Maryland. As a presenter to the national convention of the NAEYC in November, 1984, the writer will be able to further disseminate her findings.

To highlight the writer's career as a doctoral student of early childhood education at Nova University, the writer was asked to share her practicum with fellow students at the 1984 Summer Institute.

The writer has considered the copyrighting of future GOING STRONG! GROWING STRAIGHT! programs due to the enthusiastic response they have received and the requests the writer has received for copies of the programs.

All in all, the writer's hope is to continue GOING STRONG! GROWING STRAIGHT!

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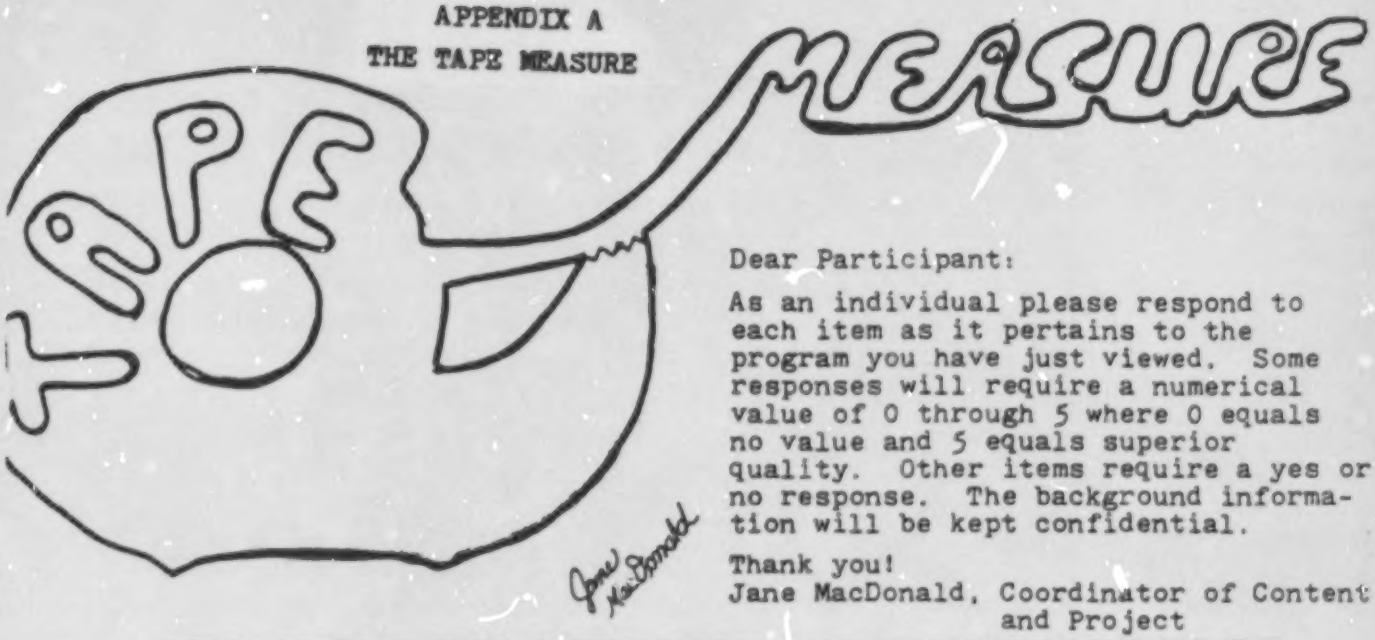
APPENDIX A

THE TAPE MEASURE



Dear Participant:

As an individual please respond to each item as it pertains to the program you have just viewed. Some responses will require a numerical value of 0 through 5 where 0 equals no value and 5 equals superior quality. Other items require a yes or no response. The background information will be kept confidential.

Thank you!
Jane MacDonald, Coordinator of Content and Project

RATINGS	0	1	2	3	4	5
TITLE:						
The title is appropriate.	_	_	_	_	_	_
The title conveys its message.	_	_	_	_	_	_
LEAD-IN:						
The lead-in is attractive.	_	_	_	_	_	_
The music is appropriate.	_	_	_	_	_	_
OBJECTIVE:						
The objective is clearly stated.	_	_	_	_	_	_
The objective is met.	_	_	_	_	_	_
TOPIC:						
The topic is relevant to viewer's needs.	_	_	_	_	_	_
The information covered is appropriate.	_	_	_	_	_	_
The characteristics of the topic are defined.	_	_	_	_	_	_
The topic is presented by appropriate personnel.	_	_	_	_	_	_
PRESENTATION:						
The presenter is knowledgeable on the subject.	_	_	_	_	_	_
The presentation is appropriate.	_	_	_	_	_	_
The length of the program is sufficient.	_	_	_	_	_	_
The use of visuals is appropriate.	_	_	_	_	_	_
The setting adds to the program content.	_	_	_	_	_	_
TECHNICAL:						
The audio portion is effective.	_	_	_	_	_	_
The visual portion is effective.	_	_	_	_	_	_
The camera work is effective.	_	_	_	_	_	_
FORMAT:						
The format is appropriate.	_	_	_	_	_	_

Please check the type of format used.
(May be more than one)

Presentation___	Interview___
Panel ___	Discussion___
On-Location ___	Simulation___
Round-Table ___	

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Dear Participant:

As an individual please respond to each item as it pertains to the program you have just viewed on the developmental areas of early childhood youngsters. Some responses will require a numerical value of 0 through 5 where 0 equals no value and 5 equals superior quality. Other items may require a yes/no response. The background information will be kept confidential.

Thank you!

Going Strong! Growing Straight!

RATINGS	0	1	2	3	4	5
TITLE:						
The title is appropriate.	_	_	_	_	_	_
The title conveys its message.	_	_	_	_	_	_
LEAD-IN:						
The lead-in is attractive.	_	_	_	_	_	_
The music is appropriate.	_	_	_	_	_	_
OBJECTIVE:						
The objective is clearly stated.	_	_	_	_	_	_
The objective is met.	_	_	_	_	_	_
TOPIC:						
The topic is relevant to viewer's needs.	_	_	_	_	_	_
The information covered is appropriate.	_	_	_	_	_	_
The characteristics of the topic are defined.	_	_	_	_	_	_
The topic is presented by appropriate personnel.	_	_	_	_	_	_
PRESENTATION:						
The presenter is knowledgeable on the subject.	_	_	_	_	_	_
The presentation is appropriate.	_	_	_	_	_	_
The length of the program is sufficient.	_	_	_	_	_	_
The use of visuals is appropriate.	_	_	_	_	_	_
The setting adds to the program content.	_	_	_	_	_	_
TECHNICAL:						
The audio portion is effective.	_	_	_	_	_	_
The visual portion is effective.	_	_	_	_	_	_
The camera work is effective.	_	_	_	_	_	_
FORMAT:						
The format is appropriate.	_	_	_	_	_	_

Please check the type of format used.
(May be more than one)

Presentation___ Interview___
Panel ___ Discussion___
On-Location ___ Simulation___
Round-Table ___

RATINGS	0	1	2	3	4	5
FEEDBACK:						
The summary is appropriate.	-	-	-	-	-	-
Feedback from the audience is requested.	-	-	-	-	-	-
The feedback requested is appropriate.	-	-	-	-	-	-
OVERALL RATING OF PROGRAM:	-	-	-	-	-	-

MISCELLANEOUS:

I would recommend this program for viewing. YES___ NO___

I would change this program. YES___ NO___

IF YES, How would you change the program?_____

Other topics I would recommend:_____

Guests I would recommend:_____

(Please indicate name and phone number.)

BACKGROUND INFORMATION:

Check the appropriate items.

I am a(n): parent ___ employed educator ___ director ___
administrator ___ educational specialist ___
professor ___(subject_____)
other_____

My age group is:
18-25___ 26-32___ 33-41___ 42-50___ over 50___

Sex: M___ F___

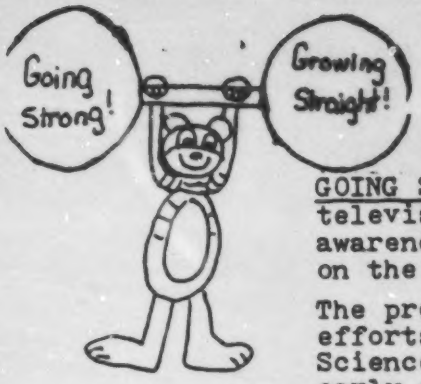
Status: Single___ Divorced___ Widowed___ Married___
Separated___ Other_____

Number of adults in the home._____
Number of children in home._____
Ages of children in home._____

Highest level of education attained:
Elementary___ Intermediate___ High School___ GED___
Community/Junior College___ Bachelor Degree___
Masters Degree___ Doctorate___ Post-Doctorate___

My hobbies are:_____

I am/am not interested in early childhood because:_____



APPENDIX B

CATALOG OF GOING STRONG! GROWING STRAIGHT! PROGRAMS

GOING STRONG! GROWING STRAIGHT! is a series of ½hour television programs for the purpose of increased awareness and understanding of early childhood youngsters on the part of parents and the community at large.

The production of this series was done through the efforts of high school CAST (Communication Arts and Science Training) students, their director and an early childhood specialist.

The eleven shows were broadcast over the school channel which is provided by the local cable company. Areas which were unable to receive the broadcast over the school channel were eventually serviced by the local cable station.

PROGRAM	TOPIC	GUEST
I	ASSERTIVE DISCIPLINE (Administrators discussed Assertive Discipline Plans in an interview format with on-site location filming. Suggestions were offered.)	MR. JOE PIZZA MR. RON SWIERZBIN MR. GERRY GRASSO
II	EARLY CHILDHOOD CENTERS (Directors of local early childhood centers were interviewed at their centers. Goals, philosophy, schedule, curriculum and location were offered.)	MS. PEGGY KUDLA MRS. LYNDA FENWICK MRS. LYNN LAING MRS. NANCY FUNK
III	THREE DEVELOPMENTAL AREAS OF CHILDREN (A child neurologist discussed the three areas of development: motor, speech and language, and the social-emotional. Milestones from birth to preschool were highlighted.)	DR. DOROTHY PIETRUCHA
IV	HOME LEARNING ACTIVITIES (Activities for parents to do with young children to encourage readiness for reading and math were offered in a demonstration format.)	MRS. JANE MACDONALD Reading Specialist
V	SPEECH AND LANGUAGE (On-site filming visited an elementary speech room to discuss the difference between speech and language. The development, milestones and speech difficulties encountered by children were emphasized.)	MRS. CAROLE BRIERLEY Speech Therapist
VI	BUILDING SELF-ESTEEM (The necessity of a positive self-concept was stressed. Activities for the development of parent and child interaction for the creation of self-esteem were offered.)	MS. MARGE CASEY Guidance Counselor

	PROGRAM	TOPIC	GUEST
*	VII	CHILD STUDY TEAM (An interview with a member of the CST provided information regarding the terms, procedures and functions of the Team and its individual members. Parental interaction and positive support of the child and school were stressed.)	MR. FRANK ROSELLI School Psychologist
*	VIII	STORYTELLING (An AAUW member discusses the importance and benefits of reading to children. Activities are provided for interaction of child and parent in various situations. A visit to the school library added to the content of the program.)	MRS. PEG HATTON K-12 Media Specialist
*	IX	CHILD ABUSE (An interview was conducted to discuss child abuse, its symptoms, dangers, and cure. Pertinent information was provided.)	MS. GAYLE NETTA DYFS Supervisor
*	X	GIFTED AND TALENTED PROGRAM (The coordinator of the district's G & T program discussed goals, curriculum, students and their characteristics, and parental support. Information was presented to foster creativity in children.)	MRS. MILLIE MUELLER Elementary Assistant Principal
	XI	COMPUTERS (A studio presentation offered viewers activities for the development of logical and sequential thinking skills needed for computer literacy.)	MRS. DIANE D. LONG Early Childhood Specialist

* indicates a handout was provided to viewers who sent a stamped self-addressed envelope to the hostess.

The hostess for each program was JANE C. MACDONALD.

Anyone interested in reviewing any of the video tapes or in appearing on a program in the future should contact:

Jane C. MacDonald
P.O. Box 1935
Toms River, NJ 08754

Continue GOING STRONG AND GROWING STRAIGHT!!!

Jane C. MacDonald

Jane C. MacDonald

APPENDIX C

February, 1984 **FIRST HOME ANNOUNCEMENT**

Dear Parents, Guardians, and Teachers:

On Thursday, March 1, 1984 a series of programs entitled GOING STRONG! GROWING STRAIGHT! will debut over the Toms River Schools Channel #33. The series will provide information on 11 different topics as they pertain to early childhood youngsters.

The ultimate goal is to increase the viewer's awareness and understanding of early childhood.

Each program will air on three consecutive broadcast dates. The format will be a Thursday-Monday-Thursday or Monday-Thursday-Monday broadcast schedule. Dates will be dependent on the school schedule. Please check the message board on Channel 33 or the form below for dates and topics. The time of broadcast is 7:00PM.

The series has been created as part of a research project. Your participation is important. Please indicate on the form below whether or not the objective has been met and any comments you feel are necessary. Return the form to your child's school on March 30, 1984 for participation in the first phase of the data collection process.

Thank you! Continue GOING STRONG! GROWING STRAIGHT!

Respectfully yours,
Jane MacDonald
Jane MacDonald, M.A.
Project Coordinator and Specialist

PARENTS!! Please complete this form and return to your child's school on March 30, 1984. Thank you!

TEACHERS! Please send forms to Jane MacDonald at Cedar Grove. Thank you!

DATES	TOPIC AND GUEST(S)	OBJECTIVE MET YES	OBJECTIVE MET NO	COMMENTS
3/1(T)	Assertive Discipline:			
3/5(M)	Mr. G. Grasso (Cedar Grove)			
3/8(T)	Mr. J. Pizza (So. Toms River)	___	___	
	Mr. R. Swierzbin (East Dover)			
3/12(M)	Early Childhood Centers:			
3/15(T)	Ms. P. Kudla-Dover Country			
3/19(M)	Mrs. L. Fenwick-Peppermint Tree			
	Mrs. L. Laing-Hilltop Nursery	___	___	
	Mrs. N. Funk-Westminister Nursery			
3/22(T)	Three Developmental Areas of			
3/26(M)	Children-Birth to Kindergarten:	___	___	
3/29(T)	Dr. D. Pietrucha-Child Neurologist			

Your hostess for each program will be Jane MacDonald.

March, 1984 SECOND HOME ANNOUNCEMENT

Dear Parents, Guardians and Teachers:

I wish to thank you for your involvement during the first feedback session of Going Strong! Growing Straight! Your input has been valuable and helpful.

The second segment of shows will begin to air on Monday, April 2, 1984. Again, your cooperation and participation is encouraged and needed. The programs will deal with home learning activities, speech and language and positive self-esteem in the young child.

No programs will air during the Spring Recess of the Toms River Schools. That is, April 13 through April 23, 1984.

Residents of Pine Beach and Beachwood may not receive the program over Channel 33. However, the program may be shown on another channel at 7:00P.M. on Mondays and Thursdays. Please check with your local cable station. Thank you!

Please indicate on the form below whether or not the objective has been met and any comments you feel are necessary. Please return the form (completed) to your child's school by May 11, 1984 for participation in this second phase of the data collection process.

If you are interested in receiving the hand-out offered on the Positive Self-Esteem program, please include a stamped self-addressed envelope with the words "Self-Esteem" printed on it.

Thank you! Continue GOING STRONG! GROWING STRAIGHT!

Respectfully yours,
Jane MacDonald
Jane MacDonald, M.A.
Project Coordinator and Specialist

PARENTS!! Please complete this form and return to your child's school by May 11, 1984. Thank you!

TEACHERS! Please send forms to Jane MacDonald at Cedar Grove. Thank you!

DATES	TOPIC AND GUEST	OBJECTIVE MET YES	NO	COMMENTS
4/2(M) 4/5(Th) 4/9(M)	Home Learning Activities: Jane MacDonald (Cedar Grove and East Dover El.)	—	—	
4/12(Th) 4/26(Th) 4/30(M)	Speech and Language: Mrs. Carole Brierley (East Dover Elementary)	—	—	
5/3(Th) 5/7(M) 5/10(Th)	Positive Self-Esteem: Ms. Marge Casey ** (South Toms River El.)	—	—	

** Hand-out is offered requiring a stamped self-addressed envelope

Your hostess for each program will be Jane MacDonald.

APPENDIX E

THIRD HOME ANNOUNCEMENT

May, 1984

Dear Parents, Guardians and Staff:

Thank you for your participation in the second feedback session of Going Strong! Growing Straight! Your input has been valuable and helpful.

The third segment of programs will begin its broadcast on Monday, May 14, 1984. Your cooperation and participation are encouraged. The programs will discuss the subjects of the Child Study Team, the art of Storytelling, and Child Abuse.

Programs air on Monday and Thursday evenings at 7:00PM on Channel 33. Those residents of Pine Beach, Beachwood, and South Toms River who do not have Channel 33 are asked to check with their local cable station for the correct channel number and time.

Please complete the attached form and return it to your child's school by Tuesday, June 12, 1984.

Handouts are offered through each program. A large manila envelope which is stamped and self-addressed should be included with your return form if you wish to receive the handouts. Please indicate the handouts you desire by these initials: CST = Child Study Team, ST = Storytelling, CA = Child Abuse. These initials should appear on the envelope.

Thank you! Continue GOING STRONG! GROWING STRAIGHT!

Respectfully yours,
Jane MacDonald
Jane MacDonald, M.A.
Project Coordinator and Specialist

PARENTS! Please complete this form and return to your child's school by Tuesday, June 12, 1984. Thank you!

STAFF!!! Please send forms to Jane MacDonald at Cedar Grove. Thank you!

DATES	TOPIC AND GUEST (Objective met?)	YES	NO	COMMENTS
5/14(M) 5/17(Th) 5/21(M)	CHILD STUDY TEAM (CST): Mr. Frank Roselli (East Dover and High School East)	—	—	
5/25(Th) 5/31(Th) 6/4 (M)	STORYTELLING (ST): Mrs. Peggy Hatton (West Dover Elementary)	—	—	
6/7 (Th) 6/11(M) 6/14(Th)	CHILD ABUSE (CA): Ms. Gayle Netta DYFS	—	—	

* Handout is offered which requires a stamped self-addressed envelope.

Your hostess for each program will be Jane MacDonald.

APPENDIX F

PROPOSAL TO THE LOCAL BOARD OF EDUCATION

Proposal for: GOING STRONG! GROWING STRAIGHT!

To: Mr. John Garrabrant
Senior Assistant Superintendent
Toms River Regional Schools
54 Washington Street
Toms River, NJ 08753

This is a proposal for a series of approximately eleven half-hour programs to be televised over Channel 33-the Toms River Schools CAST Network-in the Spring of 1984 for a period of approximately 17 weeks.

The overall theme will be Early Childhood from the pre-school years to Second Grade. The programs will address the parents of children in this age bracket regarding the areas of nutrition, discipline, the curriculum, the characteristics and developmental needs of the child within this stage, special services offered by the school system: speech therapy, library, physical education programs, Child Study Team, and other similar topics.

Personnel from the Toms River Schools will be asked to present relevent information to viewers in a studio interview as well as on-location filming. Immediate supervisors of personnel involved will be contacted and permission secured for the services of said personnel.

Tom De Angelis (High School East) and Jane Cronin MacDonald (Cedar Grove Elementary School) will collaborate on this endeavor to bring the community of Dover Township, Toms River, insight and information regarding the functions of the schools, special services offered, and the developmental needs of children getting ready for school and/or enrolled in the Toms River School System.

To further community involvement, consideration has been given to the participation of community personnel in the proposed series. The services of personnel not employed by the Toms River Schools as: directors of early childhood centers, nutritionist, coordinators of township, county and commercial programs would be procured if considered appropriate.

Taping of interviews will be scheduled for the Winter of 1983 with on-site filming and studio interviews.

We would appreciate your approval and support of this proposal. Questions may be addressed to Tom De Angelis at High School East or to Jane Cronin MacDonald at Cedar Grove Elementary School.

Thank you!

_____
Jane Cronin MacDonald

Children Learn What They Live

If a child lives with criticism, He learns to condemn.
If a child lives with hostility. He learns to fight.
If a child lives with ridicule, He learns to be shy.
If a child lives with jealousy, He learns to feel guilty.
If a child lives with tolerance. He learns to be patient.
If a child lives with encouragement, He learns confidence.
If a child lives with praise, He learns to appreciate.
If a child lives with fairness, He learns justice.
If a child lives with security. He learns to have faith.
If a child lives with approval, He learns to like himself.
If a child lives with acceptance and friendship, He learns to find love in the world.

Dorothy Law Nolte

CHILD STUDY TEAM'S HAND-OUT

Re: Twenty-five Ways to Help Your Children in School

1. Keep your children healthy. Should the school nurse or doctor inform you that your child has a health problem, discuss it. He or she can help get the assistance you need. Seeing, hearing and feeling well are essential to learning.

2. Talk with your children. Talk naturally. Don't use baby talk no matter how young the child. The more words a child can understand and say, the easier it will be for him or her to learn to read and to understand.

3. Listen to your children. Encourage them to talk about their every day activities. Make sure you give them the chance to initiate conversation during meals and on other suitable occasions. Your children will learn to express themselves if they know you will give them your attention.

4. Praise your children. Praise and recognition reinforce learning. Reading, for example, is enjoyable, but it's also hard work for children. They need your support and encouragement. Praise them when they succeed and help them when they are having problems.

5. Be patient with your children. Don't despair. Some experts say that new learning sometimes requires more than 15 repetitions before it is absorbed. It's most important that you do not become angry or impatient, since learning cannot take place in a tense atmosphere. If you find yourself "losing your cool," just stop and do something else for a while.

6. Avoid comparing your children. Each child is unique. Some children learn faster than others. If your children seem to be moving at a slow rate, don't blame them or worry them about it. It's too early to make comparisons anyway, for your children may have an as yet untapped reserve of attributes and talents. Let them know you love them no matter how they do in school.

7. Set the stage for good homework habits. Try to provide a quiet, well-lighted place for study, and make sure there is room for books, dictionaries, paper, pens, pencils and other homework tools.

8. Schedule home study on a regular basis. To succeed in school many children need a regular study time each night free of interruptions and distractions.

9. Set a bedtime and stick to it. Learning is hard work and requires full use of all faculties. Your children will be in the proper frame of mind and otherwise ready for learning only if they report to school each morning well-rested.

10. See that your children's school attendance is excellent. When children miss school, they may miss the presentation of new information or the mastery of a difficult concept. Once they fall behind their group, it's especially hard to catch up. Some children can never quite adjust after frequent or extended absences from school.

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11. Know exactly how your children are doing in school. If you find out that they are having academic or other problems, don't wait to be contacted by the school. Take the initiative by making an appointment to talk it over with the teacher. If you can't get to school, send a note asking the teacher to contact you by telephone. Find out how you can help. Perhaps you can provide information about your children and family that will help school people respond with greater understanding to your child's situation.

12. Make family mealtimes meaningful. Mealtime can provide the ideal setting for talking together, sharing events of the day and discussing individual problems and aspirations. In a relaxed, family atmosphere, youngsters have a chance to test their debating skills in friendly arguments and to talk out their differences of opinion. Such discussions will help develop your children's self-confidence and encourage them to speak up in the classroom. Don't allow TV to interfere with this perfect opportunity for family communication.

13. Make television your servant, not your master. Children learn a lot from television both good and bad. Help them choose appropriate programs to watch. Then watch with them and, afterwards, discuss what you've seen. This approach to television can help your children develop new interests that you can encourage them to read about. One system for choosing programs carefully is to get the family together once a week to consider the television listings. Go over the listings as you would a restaurant menu. (In a restaurant you wouldn't order just anything.) By choosing carefully in advance, you'll help your children form the habit of considering television as only one of many entertainment/learning tools available, and you'll help give them a valuable thinking and decision-making experience.

14. Take your children places. Visits to nature and science centers, art museums, train and subway stations, airports, farms, factories, shipyards, supermarkets, pet shops and so on will help broaden their experiences. Such diverse activities are vital in readying young children for reading.

15. Read with your children. It's a rare child who is not delighted to be read to by a parent or older friend, but it's important to read with your children, not only to them. Not long ago, I saw a young teacher trying to read a book to a small group of five year olds. The children kept interrupting with questions and comments, frequently turning back a page or two and saying such things as "Let me see the lion again" and "See the mouse with the hat?" Finally the teacher said in an angry tone, "Do you want me to read this story or not? If so, hush!" That teacher's scolding kept her students quiet, but from that point on the youngsters were spectators of the reading process not participants in it. The experience lost its excitement and the story wasn't personal anymore. It was just ink on paper. So read with your children and welcome interruptions. They tell you that you are doing your job well.

16. Help your children read. If your children are beginning readers, tell them the words they can't yet read so that they can move along and maintain interest. Later you can assist them in figuring out the harder words for themselves.

17. Have your children read to you. Encourage them to read a story to themselves before they read it to you. This practice will help give them confidence and a greater understanding of what they have read. It will also make the story more interesting to them.

18. Listen as your children tell you about what they have read. Reading is not reading unless it's accompanied by understanding. Therefore, when your child shows understanding by wanting to tell you about what he or she has read, it's extremely important to show you are interested.

19. Provide a wide variety of reading materials in your home. Children learn by example rather than by precept. If you have books, magazines and newspapers readily available and in use, your children will see that reading is a source of pleasure and information. It's infinitely more effective for your children to see you reading often than it is for you to tell them to read.

20. Give your children books as birthday or holiday gifts. Children who have books they can call their very own are motivated toward reading. The arrival of books mailed directly to your children with their names on the labels or cartons provide a strong inducement for reading.

21. Tempt your children with paperbacks. For a number of young readers, there is something formidable about hardcover books; for them, paperbacks are much more attractive. Also, because paperbacks are less costly, you can provide many more and a greater variety.

22. Intrigue your children with their own magazine subscriptions. Few youngsters - even those not keen on the idea of reading anything at all can resist the appeal of the arrival in the mail of their own magazine. Reluctant readers suddenly find themselves poring over instructions for easy do-it-yourself projects, riddles, puzzles and stories. Before they know it, they're "hooked" on reading - anxiously awaiting the next issue of their magazine.

23. Get your children interested in daily newspapers. Clip articles that will appeal to them. Also point out that newspaper advertisements provide a service for the consumer - whatever his or her age. Encourage the children to read ads in the newspaper and especially in their magazines for products that interest them.

24. Join and use the free public library. Take your children to the library. Help them get their own cards and select and take out their own books. Ask the librarian to suggest good books to suit your children's ages and interests.

25. Encourage a wide variety of reading experiences. The fact that children read is sometimes more important than what they read. For example, Kitchen reading Labels on food cans and boxes can make interesting reading. The contests and free gifts advertised on labels are strong reading motivators. Reading these labels can also lead to writing contest entry letters or filling out forms for free merchandise. Medicine Cabinet Reading Labels on jars, bottles and boxes found in the bathroom (excluding dangerous medicines and poisons, of course) can be just as interesting as those found in the kitchen and may also include contests and special inducements. Rock Record Reading If your children are between the ages of 10 and 14, they probably have a collection of rock records. Listening time can also be reading time. Album jackets are filled with information about the kids' favorite rock stars, and sometimes the words to the songs are included. Many record shops sell songbooks that have the lyrics to all the new rock records. Encourage your children to read along as they play the records.

These ideas were taken from an article by Edward Stranix which appeared in the September 1978 edition of Teacher magazine.

THE GINGERBREAD MAN

A Rebus Story

Key:
—old woman
—old man
—gingerbread man
—garden
—oven
—cow
—bear
—fox

This story may be reproduced and distributed to each child in the class, who then calls out the correct words for each rebus picture as you read the story.

ONCE upon a time, a little and a little lived in a lovely cottage with a white fence, next to a beautiful .

One day, as the little was baking gingerbread cookies, she said, "I will make a little ." He had two juicy raisins for eyes, a tiny ball of dough for a nose, and shiny red icing for a mouth. The little also gave him a coat with red candy buttons and white icing trim.

She placed him carefully in the to bake, and went outside to hang her wash. When the had grown puffy and brown, he opened the door, jumped out, and ran swiftly out of the house.

The little saw the running away and screamed, "Stop! Stop!" But the kept running and ran past the little , who was plowing in the cornfield. "Stop! Stop!" the little cried, but the only replied,

Run, run as fast as you can,
You can't catch me, I'm the .

The ran on until he came to a by the side of the road. "Stop! Stop!" said the . The laughed and said,

Run, run as fast as you can,
You can't catch me, I'm the .
I ran away from the little
and the little ,
And I can run away from you, I can.

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And the couldn't catch him either.

Off he ran to the woods where a big lived. "Stop! Stop!" called the , but the called back,

Run, run as fast as you can,
You can't catch me, I'm the .
I ran away from the little ,
the little , and the ,
And I can run away from you, I can.

And away he ran.

Now the was sure that nobody could catch him. Just then a called out, "Stop! Stop!" And the replied,

Run, run as fast as you can,
You can't catch me, I'm the .
I ran away from the little ,
the little ,
the , and the ,
And I can run away from you, I can.

But the ran alongside the and answered, "Catch you? Indeed, I only wanted to help you across the river. Jump on my tail." So the jumped on the tail of the , and the swam down the river. Soon the said, "Jump on my back and you'll be safer." So the jumped on the back of the .

The water got deeper, and the said, "Come up on my nose so you don't get wet." And the jumped up on the nose of the .

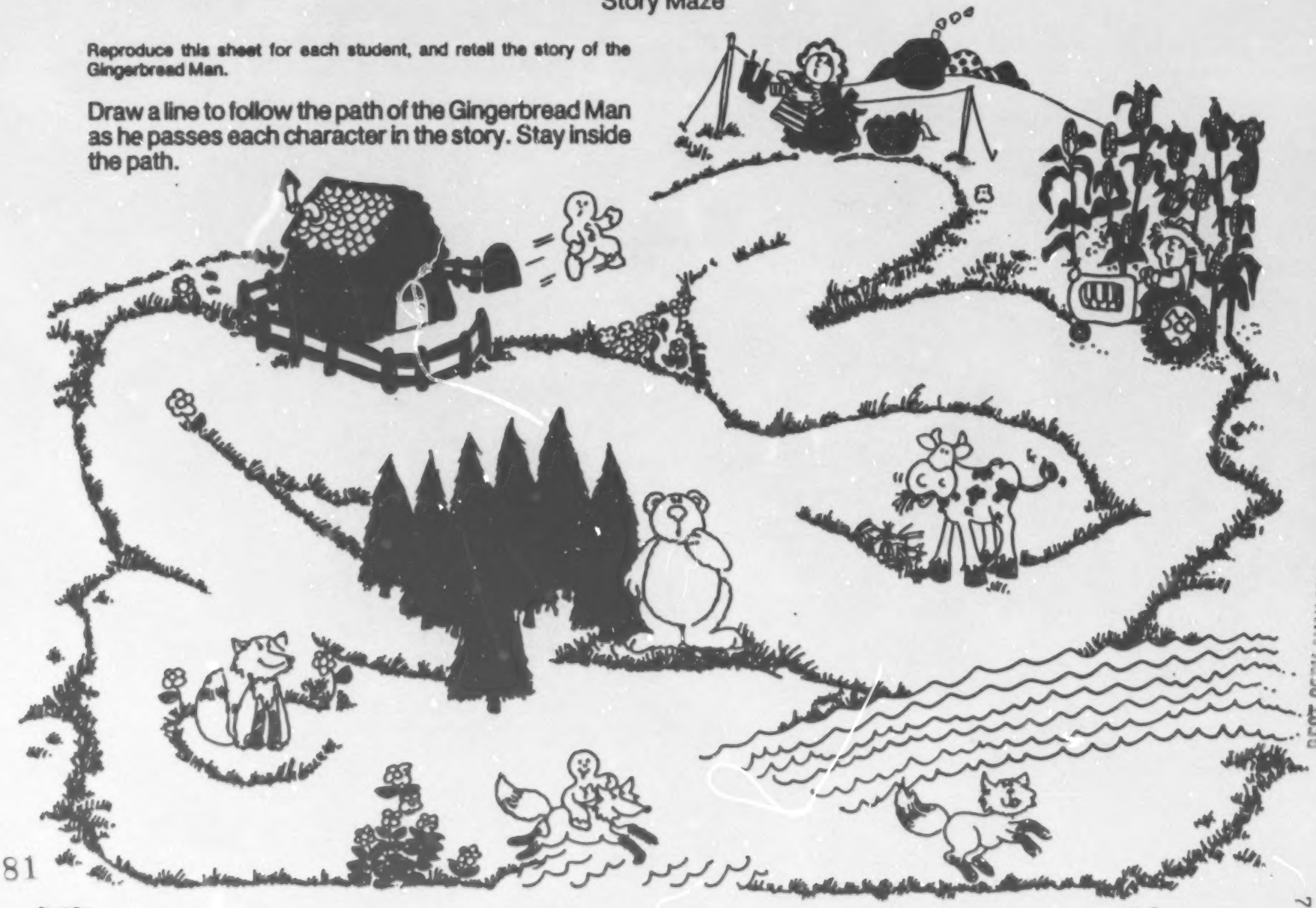
The never did make it to shore, but the was smiling when he climbed out of the river.

THE GINGERBREAD MAN

Story Maze

Reproduce this sheet for each student, and retell the story of the Gingerbread Man.

Draw a line to follow the path of the Gingerbread Man as he passes each character in the story. Stay inside the path.



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THE GINGERBREAD MAN

Paper Bag Puppet / Gingerbread Recipe

You need: brown construction paper
scissors
brown paper lunch bags (one for each child)
glue
buttons, felt scraps, yarn, decorative trim
scraps of wallpaper or construction paper

Optional: fine brush and white paint

Steps:

1. Cut out a brown circle that has a diameter slightly larger than the bag's.
2. Cut a half circle that has the same diameter.
3. To trim the whole brown circle, cut in 1" from each side of the bottom third of the circle. Then continue cutting around the bottom edge of the circle to make a semicircle. This is the upper part of the puppet's mouth. See illustration.
4. Glue the trimmed circle to the flap of the bag. Overlap the edge.
5. Glue the half circle slightly under the flap of the bag.
6. Glue on button eyes, felt cheeks, and red yarn lips.
7. Cut out a body shape from brown construction paper and glue to the front of the bag. Dress up the bag puppet with wallpaper for clothes, buttons, and decorative trim.
8. If desired, children can paint icing trim on the face and body with a fine brush and white paint.

Follow-up Activities:

1. Use the puppet to retell the Gingerbread Man story.
2. Make gingerbread cookies using the recipe on this page. The recipe may be reproduced and attached to the puppet's body for the children to take home.

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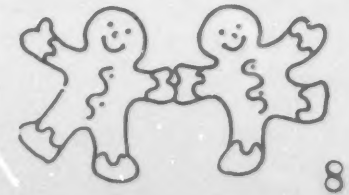

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APPENDIX J

CHILD ABUSE'S HAND-OUT THE EDUCATOR & CHILD ABUSE

THE TEACHER AND THE CHILD

Abuse and Neglect are growing problems nationally as well as here in New Jersey. It is estimated that from 60,000 to 80,000 children are subjected to some form of deprivation annually. However, only 10,000 to 12,000 of these children are identified and brought to the attention of helping agencies. The vast majority, including some 6,000 physically abused children go unrecognized and unaided. Roughly, 50% of the children identified are of school age or older, but only 15% of these children are identified by the educational system. It is felt that educators at all levels can benefit from an increased awareness of abuse and neglect, of the signposts that point out these problems, and of what they, as educators, can do to help alleviate this problem.

Save for their parents, teachers exert the greatest influence on a child's life. One important way in which this influence can be exerted is by early recognition of the symptoms of child abuse or neglect. Recognition of growing difficulties can be extremely important, as early intercession can avoid any severe incidents which might occur if these difficulties are allowed to continue. If a teacher is alert to these indicators of a child's dilemma, they can initiate the first step in helping a child and his family.

The first step is to report their suspicions about the child's situation to the Division of Youth and Family Services. Teachers and other school personnel would rarely need to go beyond this first step of reporting, except for the continuation of work with the child in the educational setting. The Division assumes all responsibility for determining the facts of the situation and a suitable plan for remedying the problem.

When you report, your name can be kept confidential if you so desire. However, the law grants unconditional immunity from any civil or criminal liability.

THE DIVISION OF YOUTH AND FAMILY SERVICES

In New Jersey, the Division of Youth and Family Services has the mandate to provide services to neglected and battered children and their parents. A non-punitive agency, the Division's main focus is treatment, while protecting these children from further harm. Treatment is aimed at the stabilization of family life through the enhancement of parental abilities and the maintenance of the integrity of the family unit. New Jersey's law requires anyone having information regarding possible child abuse to report immediately to the Division. Eighteen District Offices are located around the State and are prepared to act on this information. To further facilitate the reporting requirement, the Division has established the Office of Child Abuse Control. This office maintains a round-the-clock seven-day-a-week, toll-free phone system for the immediate reporting of and response to child abuse situations. The toll-free number is 800-792-8610.

SIGNPOSTS IN THE CLASSROOM

1. A disruptive or aggressive child may reflect or be imitative of destructive behavior in the home.
2. A withdrawn or quiet child may be a product of a similar home environment, but he has internalized his problem. He is not shouting for help; he barely whispers.
3. Poor attendance or chronic lateness can be indicative of an adjustment problem in the home which affects the child.
4. A child coming to school without breakfast is not necessarily neglected. But a child who continually comes to school hungry may very well be.
5. Observe the child's clothing and cleanliness. Old clothing, if clean and in good repair, may indicate an economically struggling, but emotionally supportive home. Clothing that is torn and dirty may indicate a poorly organized or disrupted home life. An unclean child may reflect a lack of routine resulting from a breakdown in household management.
6. Of special importance may be a significant change in the child's attitude of behavior in school.
7. Very often, a special child in a family may be singled out for abusive treatment.

7. A slow or retarded child or an emotionally disturbed child who demands special actions from his parents may also receive the brunt of their rage or frustrations. Equally so, an emotionally disturbed child or a brain damaged child may already have been the recipient of such depredations.

SIGNPOSTS IN THE NURSE'S OFFICE

1. Malnourishment
2. Frequent complaint of pain without apparent injury may indicate a child's attempt to cry out for help without directly betraying his parents.
3. Lack of necessary or appropriate medical attention. Often, drugstore remedies are substituted for medical care in neglect or abuse situations.
4. The child who is constantly tired in school may reflect a lack of routine in the home or a disruption in the home.
5. Most obvious of all, does the child frequently have severe bruises or welts or inexplicable physical injuries?

SIGNPOSTS IN THE HOME

Abusive or neglecting parents often display similar characteristics, varying in degree.

1. Many had similar experiences themselves as children.
2. Lack of Maturity.
3. Perception of themselves as worthless.
4. Failure to perceive the child in terms of his needs.
5. Low frustration level.
6. Impulsive traits.
7. Abusive parents act out their frustrations through violence against the child.
8. Neglecting parents are so overwhelmed with their frustrations that they forget their responsibilities to the child.

SUMMARY

Combinations of any of these interwoven characteristics can indicate a poorly or non-functioning family. Neglect and abuse of children is rarely willful or deliberate.

These situations usually originate from failure to live up to parental roles. The Division of Youth and Family Services believes that most parents want to be good parents while realizing that this is a difficult role to maintain. The Division wants to aid parents in heightening their parental capacities, but it cannot begin this task until a need has been identified.

Since educators are concerned with the whole child, there must be recognition that a child victim of battering or neglect develops blocks which inhibit and create learning disabilities for the child victim.

HOW MAY YOU HELP

You can be the initiator of DYFS service to a child which heightens the supportive functions of his home, thereby greatly influencing his capacity to learn and perform better in school. If you know of or suspect child abuse or neglect, report it immediately to the nearest local office of the Division or to the Office of Child Abuse Control's toll-free number 800-792-8610.

You may influence a child's learning potential, or you may save a life.

ABOUT THE SEXUAL ABUSE OF CHILDREN

. . . THE SEXUAL ABUSE OF CHILDREN

by adults (or by older children) is a widespread and growing problem.

Sexual child abuse* may be

NON-PHYSICAL

For example, indecent exposure, obscene phone calls or peeping toms.

PHYSICAL

For example, genital or oral stimulation, fondling or sexual intercourse.

VIOLENT

For example, forcible rape, beatings or other physical abuse.

Incidents may occur just once . . . or be repeated many times.

VICTIMS
of sexual child abuse may be girls or boys of almost any age.

* Also called child sexual abuse or child molesting.

A SCRIPTOGRAPHIC BOOKLET by CHANNING L. BETE CO., INC., South Deerfield, MA 01373 U.S.A.
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WHY should I know about SEXUAL CHILD ABUSE ?

BECAUSE --

IT AFFECTS EVERYONE

- THE VICTIM may suffer physical/psychological harm.
- FAMILY/FRIENDS may be angered or outraged – or they may be covering the problem up and feel very guilty.
- ALL OF US share the burden of preventing shattered families, crime, drug/alcohol abuse, etc., which may result from sexual child abuse.

YOU CAN DO A LOT TO HELP PREVENT IT

- BY GIVING children clear, accurate information about sexual child abuse.
- BY TEACHING children how to protect themselves.
- BY ENCOURAGING children to tell you about any incidents.
- BY REPORTING even suspected cases to proper authorities.

Sexual child abuse is a difficult subject to talk about.

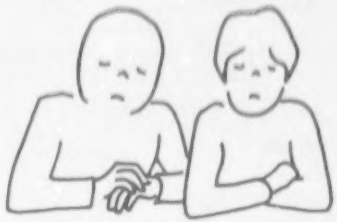
But the more you know about it, the better you'll be able to PROTECT CHILDREN.

WHO sexually abuses children ?

Studies indicate that the sexual abuser can be anyone:

MALE OR FEMALE

The large majority of abusers are men who sexually abuse girls and boys; but women may abuse children as well.



YOUNG OR OLD

According to one study, half of all abusers were under age 31. Only 10% were over age 50. The stereotype of the "dirty old man" is not accurate.

FAMILIAR OR UNFAMILIAR

The majority of all abuses are committed by someone the child knows and/or trusts – a family member, relative, babysitter or neighbor.

A FORMER VICTIM

Victims of sexual abuse could grow up to sexually abuse children themselves (or to marry or live with someone who does).

WHY do people sexually abuse children ?

The causes are **COMPLEX** and vary from person to person. But in general, it's thought to be a **RESULT** of emotional or psychological problems.

Sexual abuse of children tends to be habitual.

When the abuser is a **STRANGER**,

he or she will probably abuse a child only once – but will continue to abuse other children.

This type of abuser has severe sexual problems and difficulty relating to other adults.

Fear of sexual rejection from other adults may compel some people to abuse children.

When the abuser is a **FAMILIAR PERSON**,

sexual abuse (repeatedly of the same child) may begin as an impulse. It may be a response to some unusual stress (for example, marital or personal relationship troubles), and can develop into serious sexual disorders.

Sexual abuse can happen to

ANY CHILD AT ANY TIME, ANYWHERE.

For example,

IN FAMILIAR AREAS

such as at home and in the immediate neighborhood, walking to, from, around school.

IN PUBLIC PLACES

such as at public parks and playgrounds, in public restrooms, at movie theaters.

IN UNFAMILIAR OR DESERTED AREAS

such as deserted lots, wooded areas, hiking trails or campgrounds.

The abuser usually tries to **CONTROL THE VICTIM** by:

- COERCION or by using the power of authority.
- MANIPULATING the child into "playing a fun game" which results in unwanted physical contact.
- BRIBING the child with favors or gifts.

THE EFFECTS OF SEXUAL ABUSE

vary, depending on the victim's personality and the type of incident.

A SINGLE MINOR INCIDENT

(exhibitionism, an obscene call, fondling, etc.) may cause *temporary* emotional disturbances such as:

- embarrassment, fear, confusion.
- guilt, anxiety, sense of rejection.
- distrust of adults, strangers.

Sometimes an incident doesn't seem to affect a child. Parents should still be alert for reactions.

GET HELP for a child who has been sexually abused -- even if no immediate symptoms are evident.

MORE SEVERE SITUATIONS

(incest, violent abuse, etc.) may have *long-lasting* effects such as:

- behavioral problems including withdrawal, difficulty at school, aggressive behavior, running away, etc.
- psychological harm that can result in nightmares, extreme depression or anxiety, etc.
- physical harm including cuts and bruises, venereal disease, pregnancy.

Symptoms of emotional harm may not be evident for years, often not until sometime in adulthood.

HOW TO HELP if you learn that a child has been sexually abused:

☑ **DON'T DENY THE PROBLEM**

Believe the child, no matter how hard it is. (Even if the child made up the incident, help is needed anyway.)

☑ **CONTROL YOUR EMOTIONS**

Stay calm. Try to under-react if possible. Fear and anger are normal reactions but can frighten the child. Let the child know that your feelings are not directed at him or her. Never blame, punish or embarrass the child.

☑ **GIVE EMOTIONAL SUPPORT**

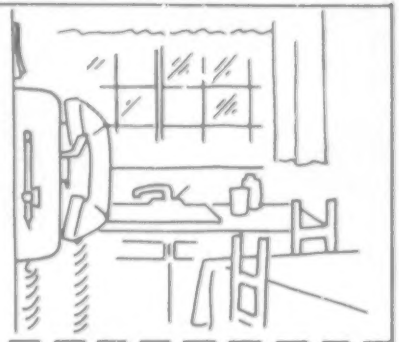
Tell the child that he or she is not to blame and was right to tell. Give reassurance that he or she is safe and that no harm will come from reporting the incident. Let the child ask questions. Give answers in terms he or she can understand.

☑ **GET INFORMATION**

Find out as much as possible about events leading up to, during and after the incident. If the abuser was a stranger, try to get a description of physical features, clothing, car, etc.

☑ **GET MEDICAL ASSISTANCE**

Contact a physician promptly for treatment of physical injuries. Ask the physician or other health professional to refer you to a counselor experienced in handling these problems



Immediately contact --

THE APPROPRIATE SOCIAL AGENCY

Help is available for the child and the abuser (if he or she is a relative/friend of the child).

Agencies that can help in cases of sexual child abuse include Child Abuse Centers and the Child Welfare or Child Protective Services unit of the Department of Social Services.

These agencies can give psychological and emotional treatment and help to the victim and family.

THE POLICE

This is especially important if the sexual abuse was inflicted by a stranger.

Report "close calls," physical aggression or strange behavior towards a child as well as actual incidents of sexual child abuse. It might help prevent harm to other children.

Tell all the details you know, even those that seem unimportant.

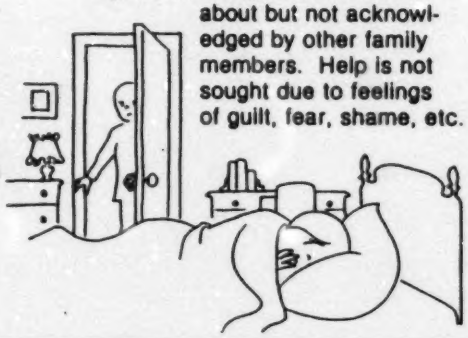
2 DAMAGING FORMS OF SEXUAL CHILD ABUSE

INCEST

The community should be aware that this form of abuse is very common.

Incest involves some kind of sexual activity between family members. This may range from fondling to actual intercourse. Usually a father or stepfather, (or father figure) is involved, but incest between mother and son, father and son, or brother and sister, may also occur. Victims may range in age from infancy through the teen years. Incest is very damaging and traumatic for all involved.

Incest occurs in all social, economic and ethnic groups. In many cases, it continues for years without being reported. Incest is often known about but not acknowledged by other family members. Help is not sought due to feelings of guilt, fear, shame, etc.



CAUSES

Basic to incest is a breakdown of family life. This may result from excessive pressure on the parents (alienation from each other, prolonged separation), personality disorders, change of roles within the family, etc.

EFFECTS

Incest can cause a variety of long-term emotional disturbances and sexual problems. Pregnancy, venereal disease or related problems may occur.

TREATMENT

The entire family is often involved in treatment. Both abusers and victims should receive treatment from qualified professionals.

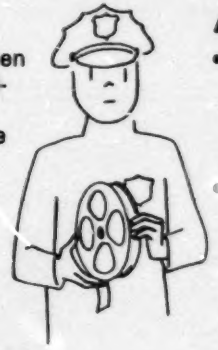
CHILD PORNOGRAPHY

It usually involves the use of children in pornographic magazines, movies, etc.

Some victims are offered to pornographers by their parents, for a profit. Others may be runaways who have no other way to survive. Many children become involved unknowingly.

EFFECTS

Child pornography is often an introduction to prostitution. It can degrade and emotionally damage children, and may encourage adult abusers.



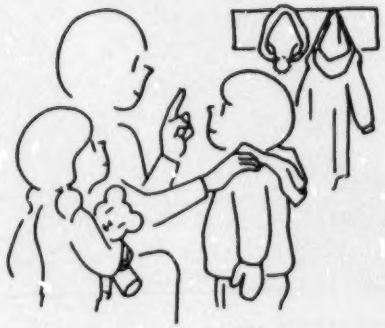
ACTION REQUIRED

- Strong laws backed up by community awareness and support are needed to fight child pornography.
- Parents should warn their children about anyone who wants to take their picture – even fully clothed.

To help prevent sexual child abuse,

TEACH CHILDREN HOW TO PROTECT THEMSELVES.

Children who are old enough to understand should learn and follow these **COMMON-SENSE RULES:**



(Tell them why the rules are so important. For example, so no one can unexpectedly take advantage of them.)

BE ALERT

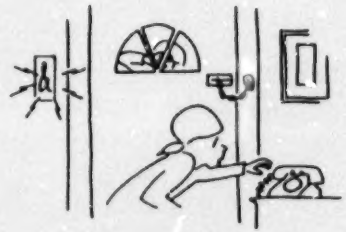
Teach children to be aware of other people's behavior and to be careful:

- Don't believe strangers who tell them they were sent by mother/father.
- Avoid being alone with anyone who wants to touch them in a sexual way, etc.
- Don't be overly trusting. Avoid contact with strangers or other adults who seem suspiciously friendly: don't accept gifts, don't let anyone touch or join in play.

AVOID DANGEROUS SITUATIONS

Teach children how to avoid letting others take advantage of them.

- Don't play alone in deserted areas or use public restrooms alone.
- When home alone, don't open the door at all or talk to unfamiliar callers on the phone.



Children should know how to reach a responsible adult at all times.

DISCUSS PROBLEM ENCOUNTERS

Encourage children to speak up:

- about any unusual or suspicious sexual behavior they see or experience.
- if a friend leaves with someone whose behavior seems suspicious.
- if they feel uncomfortable about being alone with someone.

WHAT TO DO IF APPROACHED OR ABUSED

Teach children not to obey an abuser (unless they're physically threatened). They should:

- Try to run away if someone tries to sexually abuse them.
- Say no if anyone tries to sexually abuse them.
- Tell the abuser they'll tell someone.
- Seek help from someone.

- Tell an adult what happened as soon as possible.
- Remember when and where the incident happened.
- Be told not to feel guilty if they're abused; it wasn't their fault.

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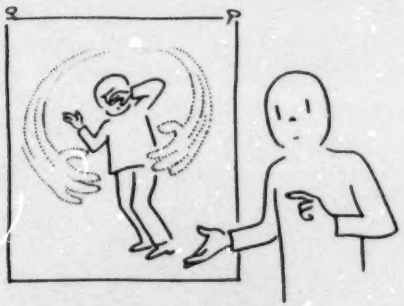
WHAT YOU CAN DO

about the problem of sexual child abuse.



AS A PARENT

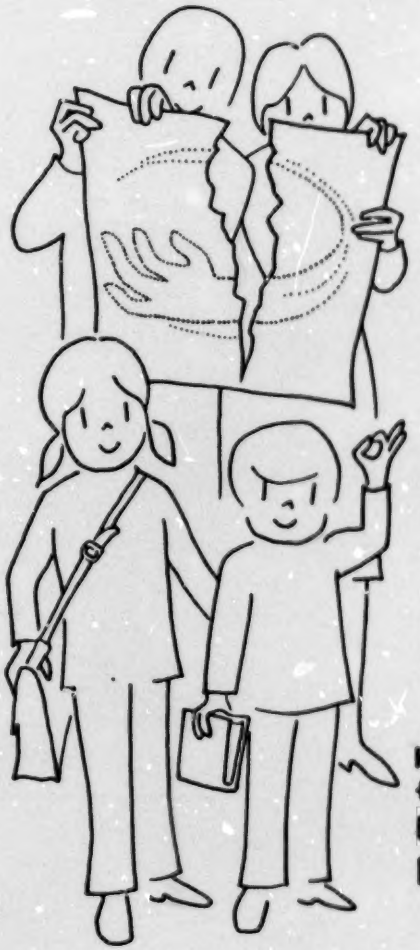
- KNOW where your children are – who they're with and what they're doing. Accept responsibility for their safety.
- ASK your child what happens when they're alone with babysitters, friends, etc.
- PAY ATTENTION to your children – take time to be an understanding listener.
- ENCOURAGE your children to talk to you about any problems or questions they have, and not to keep secrets.
- DISCUSS the subject of sexual child abuse with your children frequently.

AS A MEMBER OF THE COMMUNITY

- SUPPORT efforts of social agencies and police to deal with the problem.
- ENCOURAGE and support specialized treatment for the abuser and the child when incest is involved.
- ENCOURAGE treatment of abusers, in or out of prison.
- SUPPORT children's rights to accurate information about sexual child abuse.

SOo--

YOU CAN HELP PROTECT CHILDREN FROM SEXUAL ABUSE.



- **FIND OUT** about the causes, extent, effects of sexual child abuse.
- **TEACH CHILDREN** about sexual abuse and how to take precautions.
- **BE ALERT** for signs of sexual abuse in children you know or come in contact with.
- **GIVE EMOTIONAL SUPPORT** if your child or a playmate is sexually abused.
- **GIVE YOUR SUPPORT** to programs that are working to prevent sexual child abuse.

Keeping children safe from sexual abusers is **EVERYONE'S RESPONSIBILITY.**

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